

College Board Review

FALL 1961 • NO. 45



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The College Entrance Examination Board
is composed of 427 colleges, 127 secondary
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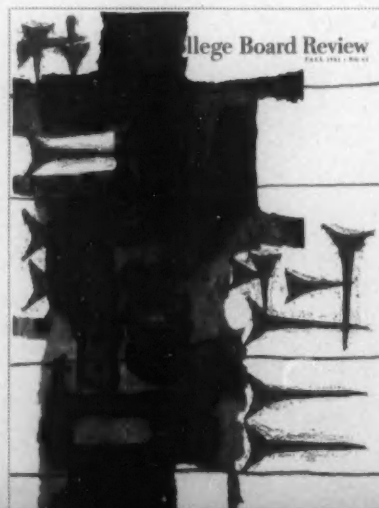
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The cover design blends visual representations of languages, ranging from the now dead cuneiforms once scratched on clay tablets by the Babylonians to the emerging symbols painted by modern artists. Artist Dan Shapiro created the dark portion of the cover by a method of relief printing of his own invention. The frontispiece was done by Stanley Wyatt, who also illustrated the articles beginning on pages 5, 11, 18, 22, and 29. Richard Welch illustrated the articles beginning on pages 14 and 24.

NEWS OF THE COLLEGE BOARD

Board trustees elected

To serve three years: New trustees of the College Board elected to serve from 1961 to 1964 are J. Alton Burdine, dean, College of Arts and Sciences, University of Texas; Arthur Coons, president, Occidental College; Mildred G. Fox, college consultant, Evanston Township High School, Evanston, Ill.; John D. Millett, president, Miami University; William L. Pressly, president, Westminster Schools, Atlanta, Ga.; Richard H. Sullivan, president, Reed College; and Cliff W. Wing, Jr., director of admissions, Tulane University.

They succeed the following trustees whose terms of office have expired: Helen Brickell, educational counselor, Bronxville Senior School, Bronxville, N. Y.; Fred C. Cole, president, Washington and Lee University; Charles R. Dalton, director of admissions and student aid, University of Rochester; Margaret C. Disert, dean, Wilson College; Arthur Howe, Jr., dean of admissions and student appointments, Yale University; John H. Jones, headmaster, Riverdale Country School, New York, N. Y.; and Donald L. Oliver, director of admissions, Boston University.

The board of trustees is composed of 21 members elected to three-year terms and four *ex-officio* members, the Chairman, Vice Chairman, the immediately preceding Chairman, and the President of the College Board.

Reply agreement tightened

Aid applicants included: Beginning in 1963, colleges subscribing to the Candidates Reply Date will agree to observe the same date, May 1, for scholarship applicants as for other students who have been offered admission.

The only exception to the use of May 1 as the earliest date by which any admitted candidate can be required to

respond to a college acceptance will be "early decision" plans in which the applicant has asked for early consideration and indicated that the college is his first choice.

The effect of this change from the present practice of many colleges which except scholarship applicants from their observance of the date (see list on page 31) will be to reinstate the original intention of the agreement. This was to permit a candidate to delay his final choice of college until he had been notified by all colleges to which he had applied of their decisions on his application.

In order to give candidates the maximum opportunity for a free choice, participating College Board member colleges have bound themselves not to require any applicant admitted as a freshman to give notice of his decision to attend one of these institutions or to accept financial aid from it before the Candidates Reply Date. In recent years, however, a substantial number of colleges have specified that they would regard scholarship applicants as exceptions to their general observance of the agreement. This year 63 of the 203 participating colleges are making this exception.

In voting to tighten the terms of the agreement, the Board approved the recommendations of the committee on entrance procedures, which had considered college requests that such action be taken in view of the increasing number of subscribing institutions. The committee pointed out that a widespread use of the scholarship exception would not only violate the intention of the agreement but reduce its effectiveness.

In recommending the continued exception of early decision plans which involve candidates who have voluntarily indicated a single choice of college, the committee urged colleges to an-

nounce their decisions early enough to enable deferred or rejected candidates to make other college plans without prejudice to their admissions chances.

Any accepted candidate who makes a choice of college before May 1 should be encouraged to notify the college as soon as possible.

Membership reaches 595

148 new members: Total College Board membership rose to 595 on October 25 with the election of 77 colleges, 68 secondary schools, and three educational associations. The membership is now composed of 427 colleges, 127 schools, and 41 associations (listed on page 31).

Commenting on the rapid growth of the Board in recent years, Acting President Edward S. Noyes pointed out at the annual meeting that the collegiate membership has more than doubled in the last four years. In 1951, he reminded the more than 700 persons present, the number of member colleges was 134.

Dr. Noyes also cited as significant, the expanding geographical scope of the membership, noting that for the first time the total number of member colleges in the Middle Atlantic States and New England was smaller than the total from other regions of the country. Among the 77 new members, 26 are in the South, 21 in the Midwest, and 14 in the West.

School participation grows: The increase in school membership, which was governed by the number of member colleges and associations, made it possible to expand school representation to 34 states. These include 11 states from which schools had not previously been elected.

The schools were chosen from among the more than 2,000 which expressed interest last winter in serving as Board

members for three years. They were selected on a carefully controlled sampling basis designed to be broadly representative of all those which applied. The applications will again be consulted in 1962 and 1963 as school memberships rotate and additional openings are created by the continuing growth in collegiate membership.

1962-63 programs scheduled

Dates, offerings set: Voting on recommendations of the committee on examinations at their annual meeting on October 25, members of the College Board approved 1962-63 program offerings and test administration dates for the Scholastic Aptitude Test, Achievement Tests, Writing Sample, Supplementary Achievement Tests, Preliminary Scholastic Aptitude Test, and Advanced Placement Examinations.

In general the plans for the 1962-63 academic year closely parallel current program schedules and offerings. Departures from the 1961-62 pattern that were noted by the committee will be limited to three changes in the admissions testing program: (1) administration of the Writing Sample on all testing dates, (2) substitution of two new tests in the area of social studies for the present single test, and (3) provision on all testing dates of physics tests appropriate for students of the traditional physics curriculum and of the program recommended by the Physical Science Study Committee.

Admissions program: The schedules for administration of the Scholastic Aptitude Test, Achievement Tests, and Writing Sample are as follows:

1961-62	1962-63
Dec. 2 SAT, ACH, WS	Dec. 1 SAT, ACH, WS
Jan. 13 SAT, ACH, WS	Jan. 12 SAT, ACH, WS
Mar. 3 SAT, ACH, WS	Mar. 2 SAT, ACH, WS
May 19 SAT, ACH	May 18 SAT, ACH, WS
Aug. 8 SAT, ACH	Aug. 14 SAT, ACH, WS

In proposing the expanded offering of the Writing Sample as a convenience to the many colleges which require or recommend that candidates submit this essay-writing exercise, the committee on examinations emphasized that the program had been undertaken as an experiment. It further recommended and received the Board's approval for a continuation of the Writing Sample through 1963-64, ex-

plaining that studies of the offering's usefulness and validity will show whether it should be retained or terminated in 1964-65. Reactions from schools and colleges to the first use of the Writing Sample in 1960-61 were favorable, the committee reported.

The change in the Achievement Test program, beginning in 1962-63, from the present Social Studies Test to two tests recommended by the Board's examiners in social studies represents a response to shifts in college admissions schedules and to school curriculum developments.

One of the new tests will focus on American history with some coverage of American government, economics, and social developments; the other will emphasize European history but will include some material on non-European cultures. The test in American History and Social Studies will be offered on all five testing dates while the test in European History and World Cultures will be given only on the January and May dates.

The choice of tests will make it possible for students to take the one for which they are best prepared at the time of testing, whether at the end of the junior year or middle of the senior year, or at the end of the senior year. Under present circumstances, with many colleges requiring early testing and with American history a twelfth grade subject in most schools, the current Social Studies Test has become inappropriate for an increasing number of candidates who wish to submit evidence of their work in the social studies.

In approving this change, the Board provided for a study of the impact of the new tests on the school curriculum following their second year of use.

In the case of physics, two separate tests will be offered in March 1963 for PSSC students and those prepared in the traditional curriculum. A single new test, suitable for students of both physics programs, is scheduled for December, January, May, and August of 1962-63. The new test will be introduced in May of the current academic year, with tests appropriate for the traditional curriculum given in December, January, March, and August, and for the PSSC in December only.

Supplementary tests: The dates on which interested schools may administer Supplementary Achievement Tests

to their students will be February 6, 1962, and February 5, 1963. These tests, made available at no extra charge to students who register to take Achievement Tests at some time during the year, include 30-minute listening comprehension tests in French, German, Italian, Russian, and Spanish, and 90-minute written tests in Greek and Italian.

Preliminary SAT: Alternative dates established for the administration of the Preliminary Scholastic Aptitude Test by schools in 1962 are Tuesday, October 16, and Saturday, October 20. A similar choice of dates in 1961 resulted in the testing of about 752,000 candidates by about 11,900 schools.

Advanced placement tests: The examinations of the Advanced Placement Program, repeating their end-of-course scheduling of many years, will be administered by schools during May 14-18 in 1962 and May 13-17 in 1963.

It was reported by the advanced placement committee at the Board meeting that participation in the program has grown greatly between its beginning in 1953 and 1961. Comparative figures given for these academic years were: for schools offering advanced courses, 18, as compared with 1,126; for students taking the examinations, 532, with 13,283; for examinations taken, 959, with 17,603; for colleges practicing advanced placement, 94, with 617.

1962 meetings planned

Members to discuss plans: The College Board regional offices have made arrangements for meetings during the winter and spring at which the members will have an opportunity to discuss Board activities and react to proposals and problems before the Board.

Detailed announcements of the meetings will be sent to the member schools, colleges, and associations in each region as plans are completed.

In the Northeast, meetings will be held at Harvard University on January 12; at Gettysburg College on January 18; and at Elmira College on January 30. Conferences for the discussion of financial aid problems at which interested nonmember schools and colleges will also be welcome have been scheduled for the day preceding the mem-

bership meetings at Harvard and Elmira.

The regional meeting in the South, with a two-day program, will be at Duke University on February 15-16. Representatives of nonmember institutions will be invited to attend.

Five meetings in the Midwest will begin with one for members only at Northwestern University on February 23-24. The other meetings, for both members and nonmembers, will be at the College of Wooster on March 14-15, St. Olaf College on March 20-21, Westside Community High School, Omaha, Neb., on March 22, and Rosary College on March 24.

The membership meeting in the West will be held in San Francisco on June 20-21.

New publications out

Freshman profiles: The first edition of the *Manual of Freshman Class Profiles* was published in October, more than six years after it was first proposed to the College Board by Mary E. Chase, director of admission and vice president of Wellesley College, as a useful aid to secondary school guidance officers.

The looseleaf book contains descriptions, in textual and tabular form, of the freshman classes of 128 Board member colleges. It is intended for professional use and is available at \$4 per copy to school and college officers.

School report survey: The results of her survey of the information about college applicants that schools are asked to supply are reported by Wilma Morrison in *The School Record in College Admissions: Its Use and Abuse*.

Mrs. Morrison, a newspaper education editor and writer, undertook this assignment with the advice and assistance of a committee representing the following co-sponsors of the report: the American Association of Collegiate Registrars and Admissions Officers, the American Personnel and Guidance Association, the Association of College Admissions Counselors, the College Entrance Examination Board, the National Association of Secondary-School Principals, and the National Council of Independent Schools. The report may be ordered at \$1 per copy.

College prediction workbook: A workbook for college admissions offi-

Board honors Thresher

B. Alden Thresher was elected an honorary representative-at-large by acclamation of the entire membership of the College Board assembled for its annual meeting on October 25.

Director of Admissions at Massachusetts Institute of Technology until his retirement last spring, Professor Thresher is the immediate past Chairman of the Board. His nomination by the committee on membership was in recognition of his continuous and invaluable service to the Board in many capacities during the past 25 years.

cers, *Predicting College Grades*, presents in detail a step-by-step method of statistically forecasting the academic performance in a given college of applicants whose school rank in class and Scholastic Aptitude Test scores can be compared with those of a previous freshman class.

Revised from a preliminary edition used by the Board in seminars for admissions officers, the workbook was written by the Board's director of guidance services, John M. Duggan, and the assistant director, Paul H. Hazlett, Jr. It will be used in future prediction seminars and is available at \$6 per copy to admissions officers who are unable to attend the seminars.

To order publications: All Board publications may be obtained by writing to the subscription offices listed on the inside front cover of the *College Board Review*.

Students' emotions studied

Anxiety and scores: A feeling of anxiety does not lower a student's test scores, according to a study directed by John W. French of Educational Testing Service. His findings are described in a report titled "A Study of Emotional States Aroused During Examinations."

In the study, experimental tests similar to the Scholastic Aptitude Test were given to over 2,000 students a few days

before or after they took the SAT itself at a test center. The students were told that the scores they made on the experimental test would not be reported to colleges; it was assumed, therefore, that they would be less anxious about this test than about the SAT, the scores for which would be reported.

A comparison of scores made on the experimental test with scores made on the SAT showed no difference for the boys. Girls, however, did obtain slightly higher scores on the mathematical section of the SAT, relative to their scores on the verbal section of the SAT, suggesting that anxiety enhances the mathematical performance of girls.

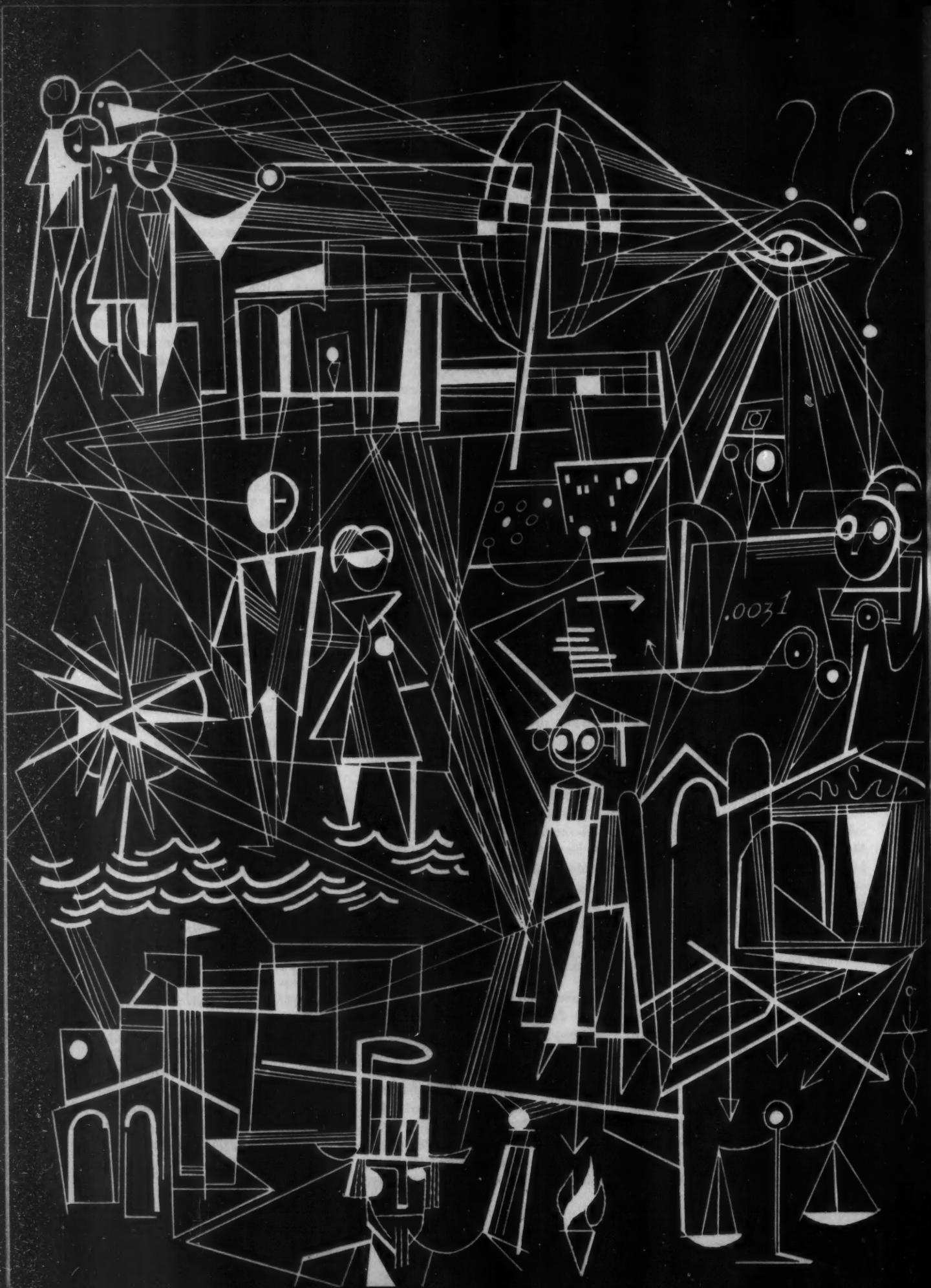
Seventy-nine per cent of the boys and 89 per cent of the girls said they had been "slightly anxious" about the SAT; 4 per cent of the boys and 9 per cent of the girls said they had been "greatly disturbed." The reason most frequently given by the students for feeling anxious was concern over being admitted to college.

Scores on SAT unaffected

New coaching study: Special training did not raise the SAT scores of students in an experiment conducted by Dean K. Whitla, director of the office of tests at Harvard University, and described in "The Effect of Tutoring on Scholastic Aptitude Test Scores."

The study, which was done with the help of the Reading Institute of Boston, compared an experimental group of students with a control group. The experimental group of 52 followed a rigorous program of practice drill and intensive homework given by the Institute to improve students' abilities to solve verbal and mathematical problems. These are the same abilities the SAT is designed to measure. The control group consisted of 52 matching students from the same area who did not follow the Institute program. The students in both groups had taken the SAT as high school juniors; they also took a test similar to the SAT before the experimental group began work at the Reading Institute.

All the students later took the same administration of the SAT in their senior year. Scores made by the coached and uncoached students were not significantly different.



The College Board's future work

Two years ago Frank H. Bowles prepared a report to the College Board's membership entitled *Admission to College: A Perspective for the 1960's*. In this report Mr. Bowles attempted to assess the course and direction of future changes on the college admissions scene. It was his expectation that this effort would be followed by a scrutiny of the Board's various programs in order to permit the membership to reach a judgment as to whether the Board's present efforts are consistent with future admissions pressures: is the Board doing what it can, and all that it can, to make effective the transition of students from school to college during the years ahead?

This appraisal of the Board's program and its relationship to likely future developments has been undertaken by the staff during the year Mr. Bowles has been on leave of absence. I was privileged to spend three weeks in Paris last spring, discussing our conclusions with him, and collaborating on a biennial report covering the year 1959 through 1961, which will contain the recommendations we wish to present to the standing committees and the trustees. That report is in final manuscript now and will be distributed this fall. My intention here is to summarize our major conclusions and recommendations.

It would be well first to review the expectations about likely future developments on the college admissions scene which underlie our recommendations. These expectations are expansive because they rest squarely on the forecast that by 1980 the great majority of American youth of college age will seek one or more years of formal education beyond high school. The expectations are also complex because greater numbers of students mean increased variety among students, according to ability and preparation and interests and purposes. The ramifications

of this forecast, if it is correct, will be discernible in many consequent changes which will occur throughout the admissions scene.

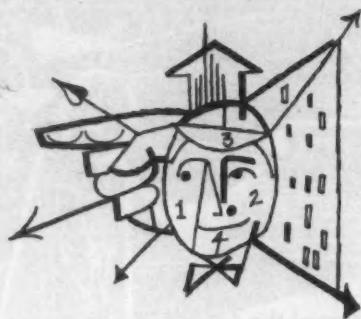
We can expect, for example, that variety among future college students will produce a corresponding variety among higher institutions and among academic programs within institutions. The existence of these varied educational opportunities will in turn determine alternate pathways individual students may follow, as they prepare for college, in the elementary, junior high, and secondary schools of the country. The pathways themselves are likely to be identified with one or another of three levels of college preparation, and three corresponding levels of college admissions: advanced, standard, and post-secondary.

Three levels of admissions

The advanced level might also be described as the competitive level. It is a level at which students, by the time they enter college, will have covered half or more of the work of the freshman year, as presently offered in most colleges. This is already an operating level with respect to some colleges and by 1970 it may be expected that the standards of these institutions will have risen still further and that their admissions will be at an academic level equivalent to the present requirements for admission to their sophomore classes.

The standard level is the present normal level of preparation of the average high school graduate who follows a college preparatory program in high school. This level may be expected to continue on about the same qualitative and quantitative requirements over the next decade, pressure for change having been removed by recognition of the advanced level for superior students and by the appearance of a post-secondary level for stu-

A dozen topics dealt with in the article beginning on this page are symbolized in the frontispiece. The kaleidoscopic montage includes representations of, for example, students, schools, counseling, some professions, and federal aid.



dents who do not now generally go to college.

The post-secondary level can be equated with the standard of the so-called general course in secondary schools. A considerable proportion of the increase in numbers of college-bound students can be expected to prepare for and seek admission to college at this level.

Still another consequence of increased enrollments will be for guidance activities to reach deeply into the schools so that alternative opportunities open to individual students can be identified and assessed at a time when real, rather than fictitious, opportunity exists. Among other things, this will require that educational plans be considered concurrently with vocational plans and not alternatively as is often now the case. The trend toward early guidance will also require the increased use of tests and other counseling techniques in the junior high school years which can be calibrated to various post-secondary educational opportunities.

Tax support will increase

It can also be expected that expansion and diversification of higher education will result in increased costs and that the methods of meeting these costs will change. Considering the principal sources of funds—tuition, tax support, and gifts—we can expect some change in relative amounts from each source for different kinds of institutions. Tax support will increase, and will probably be available to all types of institutions, both public and private. Much of this tax support will be assigned for physical facilities and basic programs of student aid, which will make it possible for colleges to use income from tuition and gifts directly to benefit instruction and sup-

plementary student aid programs. Under these circumstances, tuition charges, which are now mounting without any apparent stopping-point, might well reach their upper limit at about \$2,000. If substantial tax support is not given to all institutions, present tuition charges may easily double within 10 years.

This, then, is the general picture of the college admissions scene 10 to 20 years hence. It must be qualified in one important respect before we can attempt to relate the work of the College Board to it. The Board's present collegiate membership is not a typical cross section of higher institutions generally, and it is likely that the average increase in undergraduate enrollment among many present member colleges will be small. These colleges are as a group generally identified with preparation for law, medicine, and graduate study; and for employment in the management areas of industry, commerce, and government. These fields do not expand within the educational economy as rapidly as do the areas of education dealing with service or technical specialties. In the long run, however, their expansion is steadier and more certain than growth based on programs recently developed and this of course makes for great stability, but not for rapid change. Further, most of these colleges are, by faculty agreement and with administration support, generally committed to traditional academic standards and programs. Their tendency is to raise standards and strengthen programs whenever possible, and they therefore seek to recruit an elite student body. When confronted with the alternatives of increased enrollment or increased selectivity they invariably emphasize the latter.

The likelihood is that these institutions, and it is important to emphasize that they include both independent and public institutions, will by choice expand their enrollments only slowly. This means that much of the future expansion will occur at institutions which are not now members of the Board and in some cases at institutions which may not now even be in existence. It also means that the nature of the Board's collegiate membership 10 or 20 years from now will, in large part, be determined by the ex-

tent to which the Board's future work is related to the interests of its present membership, or to higher institutions generally, or to both.

I should like now to consider some of the major judgments and recommendations we have reached concerning the future work of the Board. I shall discuss these under six headings which we have come to identify with our current programs.

Student identification and guidance

The expectation that guidance activities will reach more deeply into the country's schools raises the question of whether the Board should expand its work in support of these activities to a corresponding degree. The College Board's senior officers feel that it should be concerned (as it was with "Project 43" in New York City) with efforts to make a college education an effective alternative to youngsters whose background might otherwise preclude such a possibility. We feel that the Board should also be concerned about the decisions made by students during the late elementary school years for these decisions will, in part, determine what college opportunities may eventually exist for them. And we feel that the Board should be concerned that flexibility of choice is maintained in the face of defined levels of college preparation, so that erroneous or uncertain choices by students, up through and including the junior college years, will not preclude attendance at a four-year institution.

This view of the Board's involvement in the growing profession of guidance suggests that our interests should range from the seventh and eighth grades up to the point where transfer from junior college to a four-year institution occurs. The Board does



Richard Pearson, executive vice president of the College Board, delivered the above address at the Board meeting in October.

not now have operating programs at the extremes of this range. The Preliminary Scholastic Aptitude Test, presently our major activity in support of guidance, is useful for students in the middle secondary school years who are certain they should consider college, but are uncertain to which college they should apply. In our judgment, there is also need for a test or series of tests appropriate for use with students in the seventh and eighth grades which would help predict the direction and nature of a student's development in terms of the various post-secondary educational opportunities which may eventually be open to him. There are a number of widely used and technically sound tests at this level, but they are not calibrated to college standards; rather, they have as their norm the general school population. We recommend, consequently, that the standing committees consider whether the Board can and should devise a series of tests for this purpose, or whether it can offer some other solution to the problem of future educational planning for seventh and eighth grade students.

The other end of the range that seems likely to be embraced by college guidance activities is comprised of the thirteenth and fourteenth grades, which will become prominent in our thinking with the continued rapid growth of the junior college movement. I am considering this under the heading of guidance because, as Burton R. Clark so clearly indicates in his excellent book, *The Open Door College: A Case Study*,¹ student counseling is an important aspect of the work of the public community college. Apart from adult education, the junior college represents the last significant opportunity for a youngster to work toward a bachelor's degree or beyond. The transition of students into four-year institutions at the fourteenth grade will inevitably become a major college admissions point.

We are uncertain as to what the Board's response to this development should be. Eleven years ago the Board developed a series of admissions examinations at this level called the Intermediate Tests for College Students.

¹(New York: McGraw-Hill Book Co., Inc., 1960.)

Advanced Placement commended

*Since I am an enthusiastic supporter of Advanced Placement, I am glad to report that in 1960-61 something like 13,000 students took 17,000 exams and well over 600 colleges were involved. . . . The success of the Advanced Placement Program in the last few years is one of the most encouraging signs of real improvement in our educational system. . . . To my mind, every high school ought to strive to provide the opportunity for Advanced Placement in at least one subject, no matter how few candidates there may be.—James B. Conant, *Slums and Suburbs*, New York: McGraw-Hill Book Company, Inc., 1961.*

*In continuous operation since the fall of 1953, the Program has passed its probationary stage and deserves to be regarded as an established institution. Few faults, if any, have been found in it by students, teachers, or administrators, whether on the secondary or college level; praise and satisfaction have been well-nigh universal.—Frank O. Copley, *The American High School and the Talented Student*, Ann Arbor: The University of Michigan Press, 1961.*

The Advanced Placement Program now has over 100 volunteer consultants who are available to visit schools interested in offering these college-level courses for the first time. The volunteers, all of them teachers or administrators in school or college, have had extensive experience with Advanced Placement courses which they are prepared to share; their expenses are borne by the College Board. Schools may request the services of a consultant by writing to the director of the Advanced Placement Program.

This effort was a failure, and we do not now know whether the plan was a decade ahead of its time, or whether the approach which has worked so well at the twelfth-grade level possesses inherent flaws when applied to the needs of junior and senior colleges at the fourteenth-grade level. We are thus not prepared to make specific recommendations bearing on the transfer problem at this time, but we do intend to keep the question under close scrutiny during the months ahead.

College preparation

The Board's past actions with respect to the Advanced Placement Program, the Commission on Mathematics, and most recently, the Commission on English, all point to an involvement in the processes by which the college preparatory curricula in the country's secondary schools are reviewed and altered. It should be noted that the current involvement in college preparation, unlike that of 30 years ago, does not carry with it the coercion of the entrance examinations as an instrument of curricular reform. Our most

recent approach has been to place the entrance examinations last in the sequence of events leading to curricular change, so that the nature of the examinations is determined by what the schools elect to do, rather than the other way around. The Writing Sample, which I shall consider under the heading "admissions examinations," is a clear exception to this statement.

It seems certain that the Board will want to continue to use the subject-matter commissions as a device for investigation and change, but it is also clear that it is fully committed to the work of the Commission on English, which must be completed before serious thought can be given to comparable work in other fields.

We should, however, be alert to the role of the Advanced Placement Program as a "cutting edge" in defining what we have called the advanced level of college preparation. If the program is to continue to play this role in the future, it cannot now be permitted to rest on its well-earned laurels, but must strive to stay abreast of current practice in the country's strongest sec-

ondary schools. There is no evidence that we have yet approached the limits of what able students in strong schools can do. There is evidence that some schools are now offering work of the college sophomore level and are moving the present twelfth-grade advanced placement courses to the eleventh grade. We believe that the Advanced Placement Program should act to nurture this trend.

There are two ways in which this can be done. One would be to extend the coverage of advanced placement courses and examinations into work which is now considered of college sophomore caliber. Another would be to include in the school curriculum subjects now offered in the freshman year of college which have not hitherto been considered as secondary school subjects, but which are not intellectually beyond the reach of an able high school senior. Anthropology, sociology, psychology, specialized history courses, courses in the fine and applied arts, and courses in philosophy are a few such subjects that come quickly to mind.

Admissions examinations

I have delayed referring to the admissions examinations—the Scholastic Aptitude Test and the Achievement Tests—in order to place them in a sequence running from early guidance through college preparation to the admissions act, itself. This should not in any way indicate a diminution in our belief that the Board's admissions examinations are now and will continue to be central to all of its work. It is quite likely that the one essential series of steps the Board must take in the future are those necessary to assure that the admissions examinations continue to represent our best efforts.

The Board's present admissions examinations have operated well at what we have called the standard level of admissions during the period of rapid change we have experienced in the past decade. They have proven to be flexible in the face of curricular change in mathematics, science, and foreign languages. They have proven to be resilient in the face of efforts toward major innovation, represented by the experimentation some years ago with the Tests of Developed Ability. The admissions tests have also proven to be



adaptable to substantial increases in candidate volume, without loss of accuracy or speed or reporting. They have proven to be useful at a greater diversity of higher institutions than any of us believed possible 10 years ago. And they continue to provide great freedom of choice to colleges, schools, and candidates who can elect the Scholastic Aptitude Test alone, or in conjunction with any number of a variety of Achievement Tests in the traditional subject fields.

Considering all of these factors, we have concluded that the means by which the present admissions examinations are produced each year, as distinguished from the examinations of any one year, are adequate for the foreseeable demands at the standard level of college admissions. In other words, our judgment is that the structure of examiner committees, the technical resources at the Educational Testing Service, the supporting research effort, and the general policies under which these tests are made, will serve to meet future pressures.

I would add a note to this conclusion, with respect to the Writing Sample. It is our judgment that this instrument has demonstrated its usefulness during the period it has been part of the Board's admissions examination program and that effort should now be directed toward making it the best possible instrument for its stated purpose.

However appropriate the existing examinations are for the standard level of college admission, there are real questions about their appropriateness for either the advanced or post-secondary levels. Let us consider the advanced level first.

There are today from 50,000 to 100,000 very able students applying for admission to Board member col-

leges for whom the Scholastic Aptitude Test is not a particularly challenging test. These students are the fore-runners of those who will, in the future, seek college admission at the advanced level, and their number can be expected to reach 200,000 within 10 to 15 years. There are good grounds to believe that the intellectual skills these students are capable of, and which will be expected of them by the colleges they attend, are of a more complex order than those represented by questions on the present Scholastic Aptitude Test. We would urge that the Board proceed to develop a version of the test which would be appropriate for these students.

We realize that this recommendation is at variance with the views of many admissions officers faced with selection among candidates of high caliber. The view which is commonly held is that the present test defines a minimum level of qualification for admission and that selections among applicants scoring above this level should be made on other bases. We have no quarrel with this view, and in a subsequent recommendation dealing with the Board's research program, we will propose that the Board accelerate its search for useful instruments of a non-intellectual type. These two approaches need not be mutually exclusive and we feel that the Board would be remiss if it did not experiment with a high-level version of the Scholastic Aptitude Test at the same time that it pursues its search for other bases for admissions decisions.

With respect to the post-secondary-school level of college admissions, it can be said that the Board does not now have an appropriate examination program. The Scholastic Aptitude Test is being used by some colleges now in the Board, and a greater number not now members of the Board, for admissions decisions among candidates scoring between 250 and 450. It is a virtual certainty that the greatest increase in numbers of college admissions applicants in the future will occur at this level. There is thus question whether the size of this candidate group doesn't both require and make feasible the design of a Scholastic Aptitude Test for use with these candidates.

The effect of these recommendations, if accepted and implemented,

would be to extend the principles underlying the present Scholastic Aptitude Test in one direction to deal with future applicants at the advanced level, and in another direction, to deal with students seeking admission at the post-secondary level, while at the same time continuing the present test for use with students applying at the standard level. This would mean a series of three interlocking and overlapping tests, and would raise problems of directing a particular candidate to the appropriate test. We believe that the problem of routing can be solved through guidance activities in the schools, using the results of such early examinations as the Preliminary Scholastic Aptitude Test. We believe further that the complexity which this would introduce would be more than offset by the improved contributions the Scholastic Aptitude Test could make to admissions decisions.

Admissions operations

We continue to be worried about confusion among candidates and the threat of a clerical breakdown at admissions offices of member colleges, under circumstances of continually increasing applications. This concern has not been shared by the various committees which have considered this question, and our past proposals for a school transcript service and for a candidate-college matching plan have been rejected. We do not intend to press these proposals, but we continue to be restless about candidate confusion and the possibility of clerical breakdown.

A new element in admissions operations has been added, however, as the result of studies done by researchers at Educational Testing Service and by Benjamin S. Bloom, professor of education at the University of Chicago. There are now substantial grounds to believe that the statistical prediction of college grades, based on a composite of admissions examinations and secondary school record, can be done more accurately when it is done centrally than when it is done on individual college campuses. This is to say that a central process of computing these predictions can take into account variations in grading practices among colleges and secondary schools in a way that is not now possible at any

one campus, including those institutions most sophisticated in the use of this technique. The resulting predictions hold promise of being more accurate than those computed under conventional methods. Research which is currently under way is aimed at considering some of the practical problems raised by a central prediction service, and at studying the effects of such an activity on both secondary schools and colleges. We expect to con-

tinue our investigation of this possibility this year and, if it continues to look promising, to make specific recommendations to Board committees.

Student financial aid

The College Scholarship Service has, in our judgment, clearly demonstrated that it has achieved a mature and responsible status within the Board in the seven years since its founding. This is fortunate because there is

Memorial to Carl Brigham

On November 12, 1961, a newly completed library was dedicated at Educational Testing Service in Princeton, New Jersey. Appropriately, it will be known as the Carl Campbell Brigham Library and will house professional publications on education and testing.

Dr. Brigham was instrumental in developing the Scholastic Aptitude Test—cornerstone of the College Board's testing program—in 1926, while he was a professor of psychology at Princeton University. His tie with the College Board grew closer in 1930, when he was named its associate secretary. Dr. Brigham later became research secretary, a position he held until ill health reduced his activities to that of research consultant shortly before his death in 1943.

Dr. Brigham was an outstanding pioneer in the early days of scientific testing. His innovations, introduced in the Scholastic Aptitude Test, included: analyzing for validity and stability the results achieved in actual use by each test item, measuring verbal and mathematical abilities separately, inserting an experimental section in every form of the SAT to develop new test items, requiring the return of all test booklets so that proven test items could be safely re-used, and setting a score scale of 200 to 800 to avoid the idea of a "passing" mark associated with the 0-to-100 scale. It is proof of his ability as a psychometrician that these features are time-tested parts of today's SAT.

When Dr. Brigham was appointed associate secretary of the College Board, he shifted his attention from strictly technical matters to the broader concerns of Board policy and general education. Some of his beliefs, expressed with persuasive vigor, became guiding principles of the Board that promise to continue indefinitely. He believed, for example, that College Board tests should perform a wide range of functions. They should not simply determine acceptance or rejection by a college, but should also predict future academic performance and should help schools guide their candidates in applying for admission to college. Dr. Brigham believed the Board's activities should expand. He also believed that its tests and procedures should always be rigorously examined by the scientific method and should be open to improvement.

Four men spoke at the library dedication of their close association with Dr. Brigham. They were: Harold W. Dodds, president emeritus of Princeton University; Warren G. Findley, professor of education at the University of Georgia; John M. Stalnaker, president of the National Merit Scholarship Corporation; and Edward S. Noyes, acting president of the College Board.

Dr. Dodds was a close personal friend, Dr. Findley and Mr. Stalnaker had been research associates of Brigham, and Dr. Noyes had worked with Brigham as chief reader of College Board English tests.

much to do in the area of student financial aid and the Board needs the resources represented by the CSS in order to undertake this work. We have observed that college tuition charges are likely to continue to increase and will only level off if substantial tax support is made available to all institutions as a means of financing expansion. However necessary further tuition increases may be from the point of view of the colleges, there remains the very real possibility that an increasing proportion of the country's population will find it difficult or impossible to meet college costs. There is grave question as to whether middle-income families aren't already in this position.

It would seem that the CSS could take two actions which would alleviate this problem. There is available in CSS files a wealth of statistical information about the financial strengths of families whose sons and daughters are now seeking financial assistance to enable them to attend college. It would seem only prudent to analyze this information and integrate it with data from other sources in order to relate family financial resources to other means by which the expansion of higher education will be financed. The question is whether the needs of families for financial assistance will exceed the help available.

Another contribution the CSS could make to the problem of rising educational costs would be to support guidance activities in the schools to the end that parents will be informed early about the need for careful and realistic financial planning for college, and assisted in budgeting for the future college expenses of their children.

These recommendations, as well as the CSS's continuing responsibility for devising an equitable process for the assessment of family financial strength, all require, in our judgment, that the CSS be given a substantial degree of independence within the Board to press its program with vigor.²

Research and development

One outcome of the many recommendations previously made, if accepted, will be to increase the emphasis

on development in the Board's research and development program. We have proposed the development of tests for use in early guidance, experimentation with higher and lower-level versions of the Scholastic Aptitude Test, investigation of a central prediction service, and the addition of new courses and examinations to the Advanced Placement Program. It is necessary, we feel, to increase the emphasis on development if the Board is to be ready five or 10 years hence with instruments and techniques to deal with college admissions problems that are foreseeable now.

This increased emphasis, however, should in no way diminish our interest in basic research. Such research is necessary if we are to understand any better than we do now the intricacies and complexities of college admissions. Further, basic research is the one avenue open to the Board if it is to be prepared in the future for still other developmental efforts. (The long-standing search for admissions techniques which will take into account such elements as motivation, persistence, and other personality traits should be considered among these.)

Our present program of basic research is aimed at producing a better understanding of colleges, of differences among colleges, and of the differing effects different colleges have on different kinds of students. We believe that an exploration of these questions may give us sufficient knowledge to be able to talk intelligently about the use of nonintellectual measures in college admissions decisions. There is some doubt, however, whether the pace of our present efforts will yield answers by the time those answers may be urgently needed. We consequently propose to discuss with the Committee on Research and Development ways and means of accelerating the Board's basic research program.

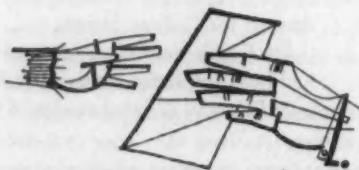
In addition to basic research, and in addition to the various develop-

mental activities we have called for, we also believe that the Board should be more active than it now is in the collection, analysis, and interpretation of statistics about college-going. It is well known that educational planning has been seriously hindered by a shortage of sound educational statistics and projections. College admissions officers who are concerned about the future admissions policies of their institutions are given less help in this regard than the typical small business man who can write to the United States Department of Commerce and receive a wealth of information. We would consequently propose that the Board, in cooperation with the United States Office of Education and other agencies, work toward the provision of up-to-date statistics about college-going which would have relevance for planning on individual college campuses.

Some topics not covered

The above, then, is an overview of the outcome of our scrutiny of the College Board's current programs in terms of our expectations for future developments on the college admissions scene. It will be noted that this overview has omitted reference to a set of considerations which are vital to the future of the Board—organization, financing, membership policy, and staffing. These will be covered in the forthcoming published report. It will also be noted that foregoing comments have ignored the field of international education, and I would only mention that this is very much on our minds, and that we hope to devote a major share of the College Board's annual meeting a year hence to this topic when Mr. Bowles will have returned from Europe.

The chief strength of the Board lies in the participation of its membership in the decisions it reaches. The complexity of issues on the college admissions scene, and the size and diversity of the Board's membership require that its decisions be deliberate and carefully considered. I would expect that it will take the better part of the next two years for the Board to consider the issues we have raised, to weigh our recommendations, and, perhaps, to explore other possibilities. We commend an earnest attention to these matters.



²See report of William C. Fels' speech on p. 34 of this issue.

Commentary of a college visitor

An admissions officer describes his visits to 10 colleges as a part-time representative of the College Board

Anyone who has lately attended an annual meeting of the College Board in New York will recognize some of the problems presented by the desirable expansion which has taken place in the roster of participating colleges, secondary schools, and professional organizations. Eight hundred people in a chandelied ballroom, sitting uneasily on gold-trimmed *Louis Quinze* chairs, hardly invite intimacy.

Many Board representatives speak up at these meetings, addressing their remarks over portable microphones to the chair or (*sotto voce*) to each other, but many more do not. The shy, the insecure, the hesitant, and lots of others besides, prefer to leave the question unasked, the misconception uncorrected, the issue unresolved than to brave the hazards of an erratic public address system and the cool gaze of a few hundred colleagues. Such diffidence is human and understandable, but it also means deprivation to the Board and its membership. The strength, the efficacy of the organization, in no small measure depends on the active participation of its constituents. Problems, needs, and thinking for the future must be constantly articulated in order that Board officers may fairly and intelligently represent

and interpret the ever-widening circle of its members—and the hundreds of thousands of students who stand behind them.

The college visiting program was instituted last year by the College Board to open arteries of communication which perhaps had become clogged in these fast-paced years. Seventy colleges were selected to be visited in the first year. Seven admissions officers¹ familiar with practices and policies of the College Board were asked to visit a number of selected colleges and universities in order to act as informal liaison between these institutions and the Board.

The 10 colleges I had the pleasure of visiting for a day were as different as fingerprints. Two were publicly supported coeducational state institutions; two were privately supported Roman Catholic colleges for girls; three were small, church-affiliated, nondenominational, coeducational schools; one was a large, well-known, independent university for men; one was a small, privately controlled business college for men; and one was a very large publicly supported, big-city coeducational institution offering degrees in a variety of disciplines. Student enrollments ranged in size from 400 to 10,000; locations varied from the asphalt heart of our largest city to the grassy fields of a rural setting; programs were offered that ranged from the immediately practical

to the entirely theoretical. Yet all these institutions were bound in a common purpose: to educate the young.

I was very much impressed by the seriousness with which this responsibility is being assumed, and by the energy and dedication of many whom I met on each campus. All too often the shadow has fallen between the idea and the reality, and no sane observer would fail to notice many weaknesses and inadequacies in our colleges and universities, but it is reassuring to know that many good people are engaged in honest work and devoted to the pursuit of excellence.

Suspicion chilled some visits

The opportunity for admissions people to meet informally, on home ground, as it were, to discuss their mutual problems in a leisurely way was one of the purposes of the visiting program, and for me, yet a neophyte, a most welcome one. In all but a few instances rapport was quickly established and the morning profitably spent "hashing over" areas of common concern—multiple applications, "pressure" cases, faculty participation in the admissions process, the personal interview, advanced placement, and so forth. On occasion, however, the greeting was a bit frosty. Since it is only in story books that everyone loves everybody all of the time, it is possible that the visitor failed to charm. But it is perhaps even more likely that the chill in the atmosphere resulted from a misunderstanding of the reasons why the visiting program was undertaken.

In the letter to the colleges requesting permission to visit, the point was explicitly made that this occasion was in no way meant to be an investigation or inspection of any kind. We panel members were reminded of this more than once in our briefing sessions.



Philip J. Driscoll is dean of admission at Brandeis University.

¹Philip J. Driscoll, Brandeis University; Rev. Royal J. Gardner, O. P., Providence College; Jean L. Harry, Vassar College; Benjamin D. James, Dickinson College; Mary Rose McWilliams, Cedar Crest College; Jonathan Pearson, III, Union College; and Barbara Ziegler, Wheaton College.

But I am not sure our hosts always knew this, or if they knew it, whether they believed it. More than once I was asked darkly, "What's *really* behind this visit, this program, anyway?" The candor of my answer ("Nothing") was somehow felt to be wanting in conviction, and I left these few campuses somewhat guiltily, as though in a cloud of suspicion. For those colleges which are yet to be visited, let me say again as emphatically as possible that there is nothing more to these visits than there appears to be: we came neither to pry nor to spy. Our intent was simply to broaden our own perspectives; to bring the Board's programs and its services nearer to its members and potential members; and in turn, to bring back to the "home office" their thoughts, reactions, criticisms, and suggestions.

The degree of selectivity in admissions in these various colleges differed markedly from highly refined to almost permissive. Some of the colleges are long-time Board members who require all candidates to take both the Scholastic Aptitude Test and the Achievement Tests; others had just recently joined the Board and did not know to what extent they would use the College Board examinations; and others were not Board members—nor



even sure that they ever would be. But all the colleges visited—the large and the small, the strong and the weak, the established and the newly arrived—had a common concern about the increasing numbers of qualified students who will be applying to colleges next year and the year after, and for many years to come. The consensus was plain, at least in "my" colleges, that no significant expansion is planned. A token increase in the size of an incoming class, perhaps, but that is all. Limitations of space and facilities, financial problems, and possibly also

1961-62 panel of college visitors

By the middle of May 1962, a second panel of college visitors will have called at about 35 more colleges. These colleges include College Board members and nonmembers that have recently begun to use Board services. They are scattered through New England, the Middle Atlantic states, Maryland, and the District of Columbia.

The four panel members are: Robert A. Barr, Jr., assistant dean for admissions at Swarthmore College; Ruth R. Leitch, director of admissions at Wilson College; Milton Lindholm, dean of admissions at Bates College; and Clara R. Ludwig, director of admissions at Mount Holyoke College.

The panelists will spend a day at each of the colleges assigned to them. Colleges have been assigned so that a panel member will visit the widest possible variety of institutions and thereby gain a broad perspective of higher education in this region.

To provide continuity in the program, each of last year's panel members has been asked to visit two more colleges this year.

an innate conservatism preclude the kind of change that could meet the demands of this ever-growing number of college-bound youth. All these colleges expected greater pressure for admission in the near future and they foresaw as a concomitant a much higher degree of selectivity than they had known before. The larger question of what happens to all the students not admitted remained—and remains—unanswered.

With all the talk of increasing numbers of candidates and rising standards at many of our institutions, I couldn't help noticing a certain protective self-interest which might well bear candid scrutiny. T. S. Eliot in *Murder in the Cathedral* reminds us that "The last temptation is the greatest treason: / To do the right deed for the wrong reason," and the suspicion grows that some of us in college admissions may be working to raise the College Board scores and rank-in-class figures of our entering classes so that "it will look better on the outside."

In various discussions which I had about the publication of "freshman class characteristics," the argument was advanced more than once that no profile would be forthcoming until the median scores for the freshman class had hit 500 or some such magical figure. As one plain-spoken admissions officer put it, "If we published a profile now we'd be cutting our own throats. Our scores are low now. We

want to get some more kids applying with high SAT scores, raise the averages, and improve the class; a published analysis now would just mislead high school people into thinking that we are another rest home for all the nervous wanderers they can't place elsewhere. We don't want to be a dumping ground."

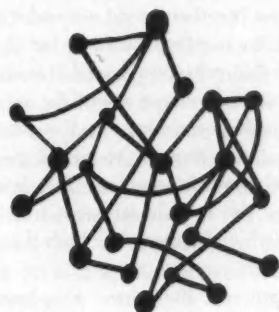
Conversely, those colleges which have proudly published impressive profiles of their entering classes are not always unconscious of the effect they are creating and the distinction which they believe accrues. These observations are not intended to constitute an argument against the publication of class profiles, but rather to suggest that in doing so, colleges analyze their motives and even question the effect of the product.

Adult education slighted

The curricular diversity that I observed within the broad confines of college and university was impressive and, I am sure, reflects in some measure the needs and interests of a large segment of our young adult and adult population. I was nevertheless somewhat disheartened by a general lack of what might be termed "popular" concern in the colleges I visited—a lack shared by many others, I am sure. Less than half of the 10 colleges I visited were making serious efforts to serve the community by offering sustained evening programs of instruction for adults. Al-

most all offered occasional lectures, concerts, and dramatic productions to the public; but it seems to me that much more could be done by our colleges and universities to give meaning and direction to the ever-increasing hours of leisure enjoyed by our technologically blessed (?) society.

Another problem which seemed to be of surprisingly little concern to many with whom I spoke was the high attrition rate among matriculating



students, and I wondered whether such unquestioning acceptance of sad statistics (in some cases the drop-out is more than 50 per cent) was either inevitable or wise. I asked one director of admissions about the high rate of departure in his college and he sent me to the registrar for information, remarking, "We get them in. We don't have time to find out what happens to them after that." The registrar eyed me sharply when I asked about drop-outs, sharpened another pencil, and sent me without comment or explanation to the dean of students who in turn referred me to his assistant deans. Here I learned little except that life is hard and expectations exceed reality and no one can be right 100 per cent of the time. The platitude always contains a kernel of truth, to be sure, but I couldn't help regretting the ease of acquiescence, and wishing for a generally more positive approach to a problem which bedevils many.

And, perhaps, if attention is more meaningfully drawn to this problem of drop-outs, expensive and wasteful as they are, attention might also be paid by us in the colleges to the fearful losses of potentially able students in the secondary schools, and some measure of assistance given to them. The generally prevalent absence of risk, a non-daring approach to selection of students, which I noted on a

number of my visits (a timidity to which my own university may also make claim) belies the strength of independent judgment which many of the institutions should feel and can exercise; and that strength should be made manifest to the schools, and through them to more students who are not yet strong, but whose weakness need not defeat them.

Discovering the able

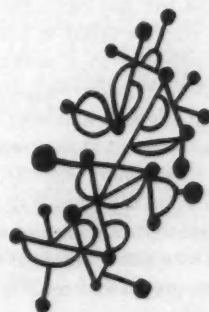
To a degree as yet unrealized, many able students can be encouraged, empowered, and enlightened. It should, it seems to me, be the admissions officers' privilege as well as our obligation in the colleges to help the nation's schools in the herculean task of discovering *all* the able potential candidates, protecting their talents, and urging them towards their ultimate fulfillment. Just as this program of the Board gave the participants a chance to improve articulation between each other, so further communication between colleges and secondary schools—possibly under College Board auspices—with focus on the specific problem of unrealized potential at both secondary and higher level might prove reciprocally beneficial beyond belief. "For attention, attention must finally be paid," and we can ill afford to squander our youthful human resources as we have been doing.

Samuel Johnson once remarked, "The Irish are a fair people; they never speak well of one another," and I suspect, after my foregoing remarks, some readers might agree. Let me make plain, however, that any criticism of the status quo, any negative comments on my college visits, reflect neither personal pique nor the traditional lament of the Gael, but rather an earnest attempt to build resistance against that flattering unction which soothes us to uneasy sleep. The challenges which face our institutions of higher learning cannot be disregarded and I recognized their rank on the colleges I visited.

One could not fail either to be impressed by the variety of educational opportunities which our highly diversified individualistic system offers. In these colleges and universities one could prepare to become an engineer, medical technician, bookkeeper, college professor, artist, minister, ele-

mentary teacher, social worker, or businessman—to mention only a sampling of the career training offered. The world of education lies all before today's youth, and clearly they can choose their resting place—with Providence, and us, to guide them. The College Board's college visiting program helps immeasurably to identify the threads in the fabric and to strengthen them, and eventually to disclose the pattern of the whole.

As I reflect on these experiences I am reminded of the closing words of the first volume of Sean O'Casey's autobiography, *I Knock at the Door*: "If he hadn't gone to school, he'd met the scholars; if he hadn't gone into the house, he had knocked at the door." I can hardly claim intimate knowledge of the institutions which received me, but I did stand at the threshold—I did meet the attendants, molders, and guardians; in some instances I looked deep within. The parochialism of my vision faded in the variety of exposures, the experience of my college visits truly led me out, *educated*. As the full-time director of a busy admissions office, I must usually direct close attention to the immediate problems of interviewing candidates, processing applications, reading folders, attending committee meetings; the rest of the world can at times appear dim and peripheral. The chance to leave the immediate and the known, therefore, to explore old problems with new ac-



quaintances in new settings was pursued with enthusiasm. But like the boy of the Irish dramatist's youth, I was barely initiated at the end of my visits; the enormous variety within the comparatively few colleges I visited reflects the diversity and the complexity of our institutions of higher education; we knock at a door which opens wonderfully wide.

Teaching the English teachers

I arrived in Ann Arbor in the middle of August, skeptical. I dislike professional meetings in general, but this seemed worse than usual—we were actually expected to produce something tangible by the end of three weeks. But how could you ever get 60 professors to agree on anything tangible—even the desirability of higher faculty salaries?

As I sat in my room that first evening, pondering in more detail the nature of our task as I understood it, I was not sanguine. In the first place, since we were to provide a course for high school teachers in 1962 that was conceived of as essentially remedial (in the best sense of that word), *whose* errors would we be (hopefully) remedying? Surely our own, for we and our colleagues had presumably taught these teachers some years ago. I felt like the doctor who was called out to treat a patient who had failed to respond to his medicine.

If we had failed, how had we failed? Was our own view of literature too limited, too rigid, too fragmentary? Had we failed to place the study of literature in a pedagogical context? Were we ourselves poor models for the teachers to emulate? There were no answers at this point, only questions. Conceivably the 60 of us, soul-searching together for three weeks, might discover some of the answers, but how any time would be left for concrete proposals I could not seriously imagine.

The next day, Warner G. Rice, a member of the Commission on English and chairman of the department of English language and literature at the University of Michigan, told us his expectations. Much of what he said was cautionary. He advised us against underestimating the teachers who would be our students in 1962 and against attempting to produce a

single or a simple answer to the problems which the commission was endeavoring to face. One distinction he emphasized was both encouraging and challenging: our business was not pedagogy, but the best that was being said and thought in our several fields of English—with an eye always on practice.

Three syllabi needed

As we met together for the first time, we had at least one focus for our attention. Each group of 20—in literature, in composition, and in language—had to produce in three weeks a syllabus to be used by all institute members in designing their 1962 summer institutes for high school teachers. The production of this syllabus was not to imply that there was only one way in which the aims of the commission could be fulfilled in these institutes; yet it was to provide some kind of uniformity in the approach made at 20 different universities—at least a uniformity in point of view.

As we faced the necessity of creating this syllabus, after Professor Rice's cautions, each group directed its attention to the content of a course. What should we attempt to reteach? Such a question might best be answered by challenging any preconceptions we might have, by examining critically all our most cherished no-

tions. The literature group, of which I was a member, could not make quite as clean a sweep as that, for it was clear that everyone shared at least one definite impression about the failures of English teaching in the past 25 years: the attempt to avoid paying strict attention to a text—that is, analyzing the artistic structure and attitude which form at once both the most abstract yet the most precise *point d'appui* of literature. Emphasizing this aspect of literature, we felt, would point out to teachers the discipline required for literary study, and compensate for the evident predilection in high school for the more fanciful and vaguely philosophical applications of literature to life.

From this point on, however, it was possible to re-examine. What exactly were we to mean when we approached terms like "structure," "meaning," and "mode"? The first week was devoted to a lively discussion of these analytical matters, and provided perhaps the most personally valuable enlightenment of the whole three weeks. The high school consultants—eight teachers from high schools in nearby cities—joined us at this point, and were slightly dismayed at first to find that terminology itself should provoke dispute. They reasoned that if basic terms caused us to struggle thus, they might indeed become quagmires for the teachers. Hopefully we convinced them that the difficulty lay in the ideas, not in the terms. And in fact the statements on structure, meaning, and mode that preface the literature syllabus finally evolved represent a more precise and meaningful understanding of these vexing elements of literary theory than any of us had reached before.

Nonetheless the concern expressed by the high school consultants gave us pause at this point. The attitude we



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most wished to discourage, both in ourselves and in the high school teacher, was the oracular note—the pat or oversimplified answer, the rigidly applied system, the blind use of terminology. Literature is opened up best by skillful questions, not by dogmatic statements. It therefore behooved us to resolve that our characteristic approach in the summer institutes should be a training in the kinds of questions that are most relevant and most valuable to raise in the study of a literary work.

Just as our own understanding of structure, meaning, and mode had been clarified and made more real and useful than ever before as a result of a free and unprejudiced discussion, so these terms and others like them would need to be treated only as they arose in the course of analyzing a literary work or during the give-and-take of discussion.

Faced by the challenge of preparing a syllabus, the composition group also engaged at first in serious reconsiderations. Where the literature group had felt that more attention was merited by a text, those working on composition felt that more attention had to be paid to the writing assignment. The argument was that in learning to write better themselves, the teachers would also become better critics of writing—both their own and that of their students.

Again, beyond this basic agreement, there was room for much discussion. For example, what is involved in the act of writing? In attempting to answer this question, many different solutions were offered. These finally resolved themselves into two basic attitudes: one emphasized the role of writer, purpose, subject, and audience in controlling the complex intellectual choices that comprise the art of written discourse; the other focused primarily on the act of writing as a symbolic ordering of experience, deliberately structured by the writer's need to establish an appropriate "voice."

Our friends, the linguists, faced a slightly different problem from the beginning. Although they, too, had to produce a syllabus, their discipline is new enough not to need unprejudiced reconsideration. But if it did not require *reformulation*, it certainly required *formulation*. If they did not

1962 Summer Institutes in English

Next summer 900 English teachers will study literature, language, and composition at Summer Institutes of the Commission on English. The teachers will come from grades 9 through 12 in public, private, and parochial schools and will attend classes at 20 universities around the country.*

Summer Institutes are the second stage in an expanding program to retrain teachers of English and to develop better curricula for the subject. The first stage, described in the article that begins on the facing page, involved 60 carefully selected teachers, most of them from colleges. At a Planning Institute last summer they laid the groundwork for the coming Summer Institutes and will act as the faculty of them. In the final, follow-up, stage a member of each institute faculty will serve as a traveling consultant to teachers who attended the Summer Institutes.

The graduate-level courses to be given at the Summer Institutes will last an average of six weeks and will carry degree credit from the host universities. Each university will choose the students for its institute from among local applicants. Stipends to cover tuition and a living allowance will be provided by the Commission on English.

Seven criteria for selecting students for the Summer Institutes have been recommended to the committee-on-selection at each host university: (1) the teacher should have at least three, but preferably five, years of experience in teaching secondary school English, (2) he should be able to look forward to at least 10 more years in the classroom, (3) his principal assignment should be in college preparatory English, (4) he should have taken the equivalent in subject-matter courses of a full, or nearly full, undergraduate major in English and his academic record should show promise of success in graduate study, (5) he should pledge himself not to take additional summer courses, (6) his school should be one that regularly sends a substantial portion of its graduates to college, and (7) the teacher should have the endorsement of his school's administrators and their assurance of support in carrying out the Commission's program.

It is estimated that the 20 Summer Institutes will cost \$600,000. So far, foundation grants totaling \$259,000 have been announced in partial support of the program. The Danforth Foundation of St. Louis will contribute \$160,000; the Old Dominion Foundation of New York has offered \$40,000; the Victoria Foundation, Inc., of Glen Ridge, New Jersey, \$34,000; the Bing Fund, Inc., of Los Angeles, \$20,000; and the Hobby Foundation of Houston, Texas, \$5,000.

*Cornell University, Duke University, Harvard University, Indiana University, New York University, Ohio State University, Pennsylvania State University, Rutgers—the State University, St. Louis University, Southern Illinois University, Stanford University, State University of New York—College of Education at Albany, Tulane University, University of California at Los Angeles, University of Michigan, University of Nevada, University of Pittsburgh, University of Texas, University of Washington, and University of Wisconsin.

need to ask themselves what is involved in linguistic analysis, they did need to decide what parts of that analysis would be appropriate for high school teachers. They ended by agreeing on three aims: to introduce the teacher-students to the idea of language as a field of study and to the assumptions

and methods of linguistics; to furnish them with certain indispensable knowledge of the English language; and to encourage them to pursue further study in it.

One of the most cherished remarks made at the Planning Institute occurred at the close of this preliminary, philo-

sophical period. To the comment that everyone seemed to be afraid of treading on someone else's toes, one of the high school consultants responded, "There's no danger of that; nobody here has his feet on the ground!" That may have seemed true of the first week, but the problems facing us in the second week were concrete enough. Now there was no avoiding specifics; we had to design the courses.

For those concerned with literature, this was a question of whether to use a historical, thematic, or a generic means of organizing the six weeks. Should we cover a wide range lightly, or concentrate on a small number of works thoroughly? What texts should we use? Here the nature of the commission's aims guided us. It was soon clear that in six weeks we could not hope to fill all the gaps in a high school teacher's college preparation in English. We could not hope to introduce him to *Paradise Lost* if he had missed it as an undergraduate, nor could we make sure that he was familiar with all of Shakespeare's plays. Moreover, the practical bias of the course, and our desire to concentrate on the analysis of a literary text, suggested a deep rather than a broad treatment of material.

The four principal genres—poetry, the short story, the novel, and the drama—seemed to offer the best means of dividing up the course. This, of course, left literary criticism out of consideration, but provision was made for the study of several principal critical pieces as they related to each of these genres. Poetry, which appeared to offer the most difficulty and to be treated most ineffectively in high school, was given more time than the other genres.

The texts chosen to represent these four genres were few: about 30 poems, one or two novels, four or five short stories, and one Shakespearean tragedy. This constituted all the material that could be handled thoroughly and meaningfully in the six weeks, the members thought.

The composition and language sections faced slightly different problems in ordering their syllabi. The two attitudes toward the act of writing which had crystallized during the first week or so of the Planning Institute determined two lines of choice. One



line was to progress from the problems of organizing a simple experience to questions of speaker and order and then to more specific problems of the speaker in expository prose. This procedure leads naturally to a discussion of the limits of logic and language in representing experience.

The other course, perhaps more "traditional," commences with a general examination of writing as an activity, leads to a discussion of methods of organization, and becomes more and more specific as it descends through the paragraph and the sentence to the question of diction.

Because of the large amount of basic information which they have to impart, the linguists decided that their approach would have to be broad. After a general introduction to language study, it seemed best to concentrate on phonology, particularly because of the light it throws upon prosody; on systems of syntax, because of their usefulness to the teacher in teaching grammar; and on the history of English.

Their choice of texts was a big problem because so much of the lin-

guistic discipline is still being formulated. And in this connection the sense of coming to grips with exciting new developments was very real. I recall one Sunday morning when the building's lobby was full of linguists avidly reading the galleys of Paul Robert's latest book on high school grammar, passing the galley sheets from hand to hand.

Teaching methods not prescribed

So there we were, with all our syllabi more or less mapped out and with the content of our courses fairly well defined. There remained the consideration of method. And here we were indeed uneasy. Most of us felt that method was mostly a matter for the individual; in that area, prescription was much more likely to be fatal. Besides, if there was so much content to impart, there would be little time for method, except such as might rub off from our own example in the classroom.

Again, at this point, the comments of the high school consultants who had listened to us patiently all through the second week of planning were of great help. For although some provision had been made in the original plans of the commission for the use of workshops in the summer institutes, it was the consultants themselves who drew our attention to the important role such workshops could play in allowing the secondary school teacher-students next summer to design new courses for the various levels which they would teach the following fall.

Experiments in adapting the content of each course to their own needs would presumably lead to curricula of their own which could be tested and proven in their own classrooms. This particular aspect would be of great use not only to the high school teachers but also to the "follow-up faculty"¹ who would be able, it was hoped, to keep a record of the most successful adaptations. It is these sample high school curricula which the commission hopes ultimately to collect and publish. A further use of the workshops might be to attempt to integrate the three disciplines, since this also is a problem difficult to deal with in insti-

¹Those members of the summer institutes' faculties (one in each university) who will be released half-time to work with the teacher-students, beginning in September 1962.

tute classes, but one which is very real to the high school teacher.

Looking back at the end of three weeks of constant round-table meetings, smaller committee meetings (where most of the work was done), rattling typewriters in cubicles assigned for our use, and the buzz of discussion or typing often heard at night when passing by rooms, there was no question of whether the effort had been worthwhile. We had produced that syllabus—a syllabus representing a group's concerted efforts to construct a course in which the critical examination of significant literary texts would provide teachers with a variety of approaches to the study of works in four principal genres. The course defined in the syllabus is also designed to increase teachers' awareness of the function of the writer so as to make them more competent in both writing and criticism. And it is a course which introduces the latest discoveries of linguistic science in order to open up new ways of tackling grammar, usage, and the study of language.

The syllabus had been designed from the ground up; we had been forced to re-examine the premises on which our daily teaching is based, and to refine the concepts and clarify the terms which we constantly utilize in dealing with literature and language. It avoided pet theories and gimmicky approaches, and laid stress on the dis-

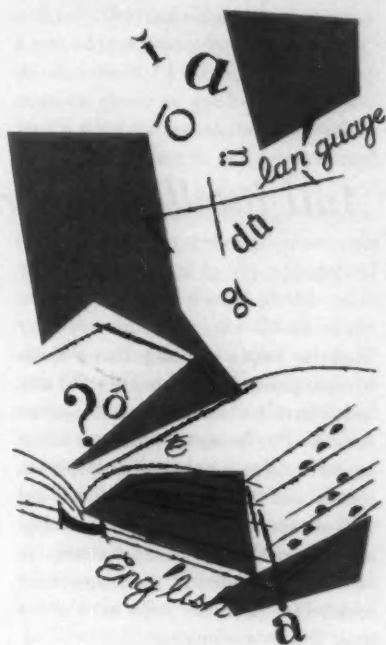
cipline involved in reading and writing. It was, moreover, not designed as a prescription that could be copied automatically and made into a curriculum for teachers to pass on to their students in the secondary school. Rather, it was a graduate course intended primarily to provide teachers with an opportunity for extending their own knowledge and skills as students of literature and language. At the same time, the workshops provided would allow teachers to apply what they learned to their own problems of teaching English in the high school classroom.

Planners become enthusiastic

But a syllabus is still a rigid, lifeless thing. Much more encouraging to me was the meaningful exchange of ideas between the 60 university instructors who designed the syllabus and who will be using it next summer. They brought to Ann Arbor a wide variety of views and experience, and perhaps an even wider range of personality. That they were serious about the aims of the Commission on English was apparent both in their earnestness and in the hours which they spent at its work. There were no prima donnas and no slackers—all left the Planning Institute physically tired.

Best of all, none of them were rigid. Like me, many were skeptical when they came and enthusiastic about the syllabus and the forthcoming institutes when they left. Many voiced the opinion that their experience at Ann Arbor would not only help their conduct of the summer institutes, but would also change their approach to their regular university courses. Some frankly admitted that they came with their own course in mind, but left with a better one. There was indeed a remarkably high level of cooperation, and a sincere critical give-and-take.

The ultimate aims of the Commission on English are ambitious. Its expectation is that the summer courses will prove so successful that they will be regarded in many ways as models for additional institutes in later years. Of course, part of the fate of this work will be determined by its financing. The commission is heavily committed for next year, but it cannot keep up this support for long, and as yet promises of financial support from



other sources are, at best, hesitant. Perhaps in time the federal government will provide support for this program: perhaps eventually both public and private universities will sponsor similar enterprises on their own.

Intended effects far-reaching

If the necessary support becomes available, the program's effects are intended to be very far-reaching. The English courses which the high school teachers will develop for their own use, as a result of their summer training, will be closely surveyed and tested, in the hope that eventually the most successful curricula can be gathered together and published. The attention, therefore, which was given at Ann Arbor to these ambitious aspects of the program had to be farsighted and intelligent. Even greater skill and perspicacity will have to be applied to the program as it moves into its second phase next summer and thereafter.

The syllabus is only the skeleton. It is a sturdy one, functional and tough. But if, of these bones, coral is to be made, they must undergo at the hands of the 60 institute participants and of all those who administer the program, a fine and lasting "sea-change." It is my belief that we can make of our experience something which is indeed rich and strange, something that will not fade.



Anti-intellectualism—an American heritage

There is ample evidence that a deep-rooted, pervasive anti-intellectual attitude characterizes much of American society. The forces of unreason about us have been analyzed, explained, sifted, and stereotyped until we are well aware of their origin, development, and deadly destructiveness in our modern political, economic, and social life. Less has been said about their effect on education.

Suspicion of and hostility toward intellectuals, those who work with and for ideas or who belong to professions requiring a marked development of mental abilities or talents, has been attributed to many factors. Spawned in the frontier atmosphere which highly valued the practical; intensified in the nineteenth century by evangelical Protestantism; sanctified by the cult of materialism and exploited by political demagogues; anti-intellectualism has become stronger in the mid-twentieth century partly because there are more intellectuals now than ever before.

Although our vulgarized culture, our egalitarian political tradition, and our affluent industrialized economy explain much about anti-intellectualism, intellectuals themselves are partly responsible for the virulence and scope of anti-intellectualism. Indeed, intellectuals are probably their own worst enemies. If they were to succeed in avoiding in themselves the deficiencies they see in others, some of the more tragic aspects of the anti-intellectual temper might well be avoided.

Education in this country, from kindergarten to the graduate and professional schools, has suffered from anti-intellectualism. The American people are ambivalent in their attitude toward education. On the one hand, they seek more schooling for more of the population. On the other hand, they shun and degrade intellectual independence, nonconformity, tough-minded ration-

ality—the very marks of a learned man. Educational theories and practices reflect anti-intellectual pressures. The excessive democratization of the curriculum, the mushrooming of so-called useful courses vacuously taught, the coddling of the mediocre at the expense of the superior, and the commercialization of everything from athletics to research are elementary by-products of America's headlong rush to denigrate the man who thinks as well as the ideas he creates.

This is only part of the story, however. Intellectuals themselves contribute to the anti-intellectual spirit in our times. When educators fail or when they enunciate unrealistic goals and then ignore them, they indirectly strengthen anti-intellectualism. When they yield to excessive specialization in the disciplines and fail to keep open the lines of communication among fields of scholarship, they weaken the confidence of the public in the scholarly tradition. When they are timid or compromising with respect to eliminating defects, they encourage a public antipathy to education. When they subordinate the ideals of their disciplines to the exigencies of either the practical or the doctrinaire, they weaken education. The modern conservative intellectual, for instance, who expresses a preference for "imagination" rather than scientific inquiry displays a subtle type of anti-intellectualism which undermines much of the foundation on which the educational process is based.

We cannot hope to eliminate anti-intellectualism from the American scene. However, thinking individuals whose touchstone is reason rather than emotion, inquiry rather than hysteria, can do much to deflect its force and decrease its intensity. Educators must demand excellence in themselves as well as in others. They must work to achieve well-considered, realistic ob-

jectives. Schools and colleges can accomplish much by serving as vigorous institutions with rigorous standards, influencing values and improving the mores rather than passively reflecting the culture of which they are a part.

So much for the thesis. Let me now document it and provide some illustrations to buttress my argument. Let me then suggest what I think schools and colleges might do to counteract the effects of anti-intellectualism.

That there has been a strong anti-intellectual fervor in this country in the recent past is all too evident. The academic profession is still suffering from the attacks made upon it in the early 1950's. This has had its seamy side. It has also been the source of some amusement. We tend to smile with recognition, for instance, when an article in *Fortune* magazine describes a professor as "one who teaches you how to solve the problems of life which he has avoided by becoming a professor." We accept without much critical question the image of the absent-minded professor, the cracked egghead, the inefficient and ineffectual man of thought portrayed in television programs and in motion pictures.

However, it is important to remember how deep-rooted this point of view is and how many forces in our past have operated to shape and strengthen an anti-intellectual attitude. In the 1670's, for instance, a number of Vir-



Charles C. Cole, Jr., is dean of Lafayette College.

ginians agitated for additional schools in their colony. Governor William Berkley declared at the time, "I thank God that there are no free schools or printing and I hope we shall not have them these hundred years, for learning has brought heresy and disobedience and sects into the world." Later when James Blair attempted to get a charter for a college in order to educate Virginia youth, he was rebuffed with the reply "Let them make tobacco." In colonial days the poor schoolteacher was treated with as little respect and recognition as he has received in the twentieth century. In John Trumbull's poem "Progress of Dullness," there is this description of the schoolteacher:

"He tries with ease and unconcern
To teach what ne'er himself could learn."

Because of the nature of the colonial struggle for survival, because of the demands on our early society and economy, we had at a formative time in our past a climate of opinion which was not completely conducive to the encouragement of the things of the mind. This does not mean that there was no intellectual or cultural life in the colonies, but simply that the early Americans were in no position to devote as much time, energy, and capital to the things of the mind as probably would have been the case had they not been fighting for survival on the edge of an inhospitable continent.

We cannot underestimate the place of the practical in the objectives of education in our early history. Schooling was considered important to the colonists and to the Americans of the early nineteenth century. But the building of colleges and the search for schools did not represent a lust for learning so much as a desire to produce trained missionaries to win the West for Protestantism, and trained lawyers and merchants to improve the economic and social conditions of the young nation. An English traveler, Thomas Hamilton, commented in 1843, "The value of education in the United States is estimated, not by its results on the mind of the student in strengthening his faculties, purifying his taste, and enlarging and elevating the sphere of thought and consciousness, but by the amount of available knowledge which it enables him to bring to the common business of life."



Hostility arose against the scholar

Indicative of the lack of public concern for higher education before the Civil War was the financial plight faced by the majority of the colleges in those days. In 1841 Mark Hopkins complained that the people were too slow to appreciate the necessity of a higher and more general education. "They hold on too strongly to that thriftless parsimony which prevents their having better instructors," he declared.

A generation later, I. J. Benjamin, a Rumanian merchant who traveled extensively in the United States, wrote, "Everybody must concede that learning still stands here at a very low point. The students have no time to concern themselves for long with serious studies, they must hurry right through. But in the rush there can be no thorough mastery of any subject."

The frontier influence

A number of historians have pointed to the influence of the frontier on the American attitude toward education and toward the man of thought. The demands of the daily struggle left the frontiersman with little time for the things of the mind. He favored action to meditation, the practical to the cultural. In a number of western states, in an application of the democratic dogma to education, it was the popular opinion that learning or "larnin'," as it was then called, should be bestowed upon everybody at no expense to them. It was a particular type of learning which the majority of pioneers and frontiersmen had in mind. As one student in the 1840's put it, "Daddy says he doesn't see no sorta use in the high larn'd things—and he wants me to larn English only, and bookkeepin', and surveyin', so as to tend store and run

a line." The individual frontiersman knew what he wanted out of schooling. As one put it, "I allow, Mister, we've near or about as good a right to be larn'd what we wants, as them tother fellers on that bench; it's a free school for all."

This anti-intellectual temper can be seen, of course, in the religious revivals of the 1830's and in the evangelical emphasis on the things of the heart and the rejection of the things of the mind in religion. You can see it in what Merle Curti has described as "a retreat from reason" in the political and economic turmoil after 1860. You can see it in such comments as Horace Greeley's assertion, "Of all horned cattle, deliver me from the college graduate." You can see it in such statements as Henry Ford's "I don't like to read books; they mess up my mind." As Morris Cohen has asserted, "In no other country is the word 'intellectual' so often used as a term of derision and opprobrium."

But this anti-intellectual temper is also reflected in other more subtle ways. In the early 1900's appropriations by state legislatures for universities were criticized in very bitter terms. The harassment of college professors and the efforts to control the conduct of schoolteachers are not by any means limited to the McCarthy era. The period from 1926 to 1935 was marked by, among other things, the dismissal for cause of more than 300 college professors. Between 1932 and 1950, a period when student enrollment in college was doubling, the percentage of the national income which was spent on public and private universities declined from 1 per cent to ½ per cent.

The economy drive in Congress in 1957 was a type of veiled anti-intellectualism in that it provided a socially acceptable pretext for opposing certain intellectually oriented projects that year, such as federal aid for school construction. Again in 1961 one might consider whether the insertion of a religious issue in the controversy over federal aid to education provided another way out for those who opposed spending money on education for reasons other than religious.

Even the tax structure of our country favors the entrepreneur, the man who works with things rather than the

professional thinker or the writer or the man who works with ideas.

Other currents in the anti-intellectual tide have come as a result of changes in the middle-class social and philosophical outlook. The Protestant ethic has undergone a marked evolution over the last 150 years until we have seen it almost completely replaced by a new ethic symbolized by the affection for self-indulgence and the desire for affluence.

Puritan tradition weakens

Say what you will of the Puritan tradition, with its narrowness and rigidity, with its excessive emphasis on the sinfulness of man and the omnipotence of God, with its undemocratic biases and its unfortunately misunderstood presumptions: in its glorification of work it nevertheless placed a high premium on achievement, respected the tradition of learning, glorified individual self-denial for the welfare of man, and provided the individual with a set of stabilizers which guided him in the direction of a rule by reason and a rejection of unreason. As the Puritan tradition has been weakened, the forces of anti-intellectualism have gathered strength and one of their first objectives has been the citadels of learning.

The implications of anti-intellectualism for education, therefore, are many and varied. Let us consider some of them in three areas: (1) the objectives of schools and colleges, (2) the curriculum, and (3) the campus climate or environment.

Over the years there have developed two partially conflicting images of what the school and the college are supposed to be and to do. One image is held by a minority of the population, those who are most closely identified with the schools and colleges of the country; the other image is held by the majority and represents the prevailing point of view with respect to the objectives of education. One group holds that the school's main purpose is to develop the mind. To the majority of the population, schooling is a means to other ends. I think this is what Jacques Barzun had in mind when he wrote, "Education in the United States is a passion and a paradox. Millions want it and commend it, and are busy about it, at the same time as they are willing to degrade it by trying to get

it free of charge and free of work." The majority, in other words, would have education serve objectives other than those of learning.

Part of my thesis is that intellectuals themselves contribute to the anti-intellectual spirit. If there is confusion as to the ends of education, the intellectuals are partly to blame. If our school and college objectives are vague, varied, and inconsistent, those who work in them must share the responsibility.

We certainly have failed to make clear and explicit precisely what it is we think education should accomplish. We also have failed to reconcile theory and practice. A college which formally describes its objectives in terms of an intellectual community which lives to exercise and cultivate knowledge for its own sake and to serve useful ends can wholly obscure these goals by a conspicuous preoccupation with irrelevant extracurricular activities.

If the intellectual has failed to form sound educational objectives, he has also failed insofar as the curriculum is concerned. Here, I believe, two weaknesses are apparent. First, school and college administrators have succumbed too quickly and easily to the demands of vocationalism in dealing with students and in shaping courses. Naturally, we must expect in our society that the letters B.A. might more often mean bank account than bachelor of arts. A college education has been the ladder to success for many classes and for many generations. The American dream of equality of opportunity, the Horatio Alger myth, the desire of every parent to see his child enjoy more of the things of life than he has enjoyed, all of these mean in effect that for the overwhelming majority of persons, college is a means to an end, a good end; namely a better job, a better standard of living.

Little is accomplished by merely making a value judgment and bewailing the fact that young Americans don't appreciate the life of the mind or that they deprecate the liberal arts. Neither is anything accomplished by ignoring the materialistic orientation of our times. It is our job as educators to break through this crust of materialism, to explain better the reason why some of our courses are impractical and why they must be impractical and to point out to our students that there

is more to life than making a living and that man does not and never has lived by bread alone.

The second weakness of the curriculum is, in my opinion, the excessive specialization into which we have been forced by the explosion of knowledge in the last 50 years. Here again we cannot reverse history; we could not go back to a simpler day, even if we wanted to. We have gained by the explosion of knowledge, by the pushing of the frontiers in all directions. What we now must do is to have interaction and intercommunication among the disciplines so that physicists may talk with poets and artists with engineers. This is partly what C. P. Snow meant when he talked of building bridges between science and the humanities. We must reduce the compartmentalization in the curriculum. We must indicate to the student that while there is so much more now for him to know, there is still a unity of knowledge and man's great goal is, if not to master the universe, at least to comprehend it as best he can.

The third area in which there are implications for education is what I call the "campus climate" or "environment." There is about every school or college campus a certain atmosphere. The environment of an institution is the result of diverse factors. The attitude of its student body plays a decisive role in the shaping of this atmosphere. What is the social climate of the great majority of our students in schools and colleges today? Among the studies made on this subject, we now



Intellectuals aid anti-intellectualism

have the report of a 1957 research project sponsored by the Cooperative Research Program of the United States Office of Education which studied the value systems of high school students by examining the replies to questionnaires and informal interviews given to all students in 10 high schools. The results of this study are described in an Office of Education booklet titled *Social Climates in High Schools* by James S. Coleman, with the assistance of Kurt Jonassohn and John W. C. Johnstone. (A more detailed analysis is given in *The Adolescent Society*.¹)

The findings of this study provide additional evidence that there is an alienation between the teacher and the pupil insofar as value systems and school expectations are concerned. In this study, high school boys were asked whether they would prefer being a jet pilot, a nationally famous athlete, a missionary, or an atomic scientist. In every school in the study, the nationally famous athlete and the jet pilot were first and second in popularity. The boys were asked how they wanted to be remembered in school. Forty-five per cent of them replied they wanted to be known as an athletic star rather than as a brilliant student or the most popular fellow. Insofar as the girls were concerned, the image of activities leader and most popular girl were much more attractive to them than the image of brilliant student. The authors of this study observe, "The importance of athletics in these cultures is striking, particularly when we realize that the school as an institution is designed to focus attention upon studies, presumably upon the brilliant student."

The role of student leaders

What is even more striking is that the research findings indicate that the student leaders—those identified by their classmates as the ones looked up to and followed—are even less willing to see themselves as participating in intellectual activity and find the idea of being seen as intellectuals more repugnant than do the rest of the students. Here I am not making a value judgment with respect to the desires, interests, and priorities of the high school student. The important thing is

the implication of this fact for the social climates—the value systems of our campuses. These value systems cannot be ignored. To what extent has the educator recognized that his students have different sets of priorities than he? To what extent has he sought to communicate his own value systems to the student?

This brings me to the first suggestion I should like to make as to what might be done by the schools and colleges to meet head-on these forces of anti-intellectualism around us with which we must live and deal. We must do a better job of communicating, to the student and his parents and to the public at large, in describing and defending the objectives, policies, and practices of a sound education.

We must, for instance, do a better job of explaining the seriousness of wasted talent. We must convert people to the need for a conservation of talent. Dr. Coleman recommends such a conservation program when he writes, "People who care and do achieve scholastically are a nation's intellectual resource; if the social system within which their education takes place undercuts any desire to think of themselves and be thought of as intellectuals, then the resources stand a good chance of being wasted or ill used."

This is more than a problem of communication. It involves a reaching out, a translation of our ideals and values into more meaningful terms. As Douglas Knight has put it, "We must fight at the individual and personal level to remove the wall between the world we call academic and the world we call real. We cannot expect society to remove it, and yet we must be sure that it is removed."

In addition to improved communication and interpretation of our programs and objectives, we must stop treating learning as a passive enterprise. Instructional spoon-feeding, the rigid lock step approach, the handing down of education must be replaced by a more active search for the truth, a process of acquiring learning in which the student himself takes part. We must encourage the student to take more responsibility for his own education. Perhaps when adolescents look upon education in terms of accomplishing, doing, and being challenged,

rather than in terms of receptivity and passivity, they will respond more positively to the excitement, stimulation, and satisfaction of the academic life.

Recognition of intellect needed

Then, too, we might consider making academic achievement a more public process than is now the case. We have tended to look upon learning as a lonely enterprise. The individual confronts a discipline. He reads and reflects and grapples with ideas in the silence and solitude of his study. This is as it should be. However, at the adolescent level of life, as has been pointed out frequently, there are many satisfactions to be realized in group activity.

The institution joins society in public recognition and reward for achievement in extracurricular public performance. The student serves his school by extracurricular, open participation on the athletic squad, in the band, in the dramatics group, or in other campus organizations. The brilliant student, on the other hand, has little opportunity to serve his school by using his intellectual ability or to receive public recognition for his academic accomplishment. If there were more opportunities for public recognition of the scholar and if the entire student body took pride in the accomplishments of its brilliant students, then perhaps there would not be such a gulf between the value systems of the students and those of the faculty.

Let us then not simply bewail the fact that education is too often on the defensive, that our students too often fail to take advantage of the wonderful opportunities afforded them. Let us accept the fact that perhaps we ourselves have failed to convey all the joys in the life of the mind, that we have failed to indicate the excitement of learning. Let us ourselves shun passivity and work more effectively to make the institution of the school and college a strong one in our society. Let the school mold its students into thinking men and women who, introduced to a new respect for learning, will join the teacher, the artist, and the writer in facing those future anti-intellectual currents which will probably always be with us and which, for good or for bad, are our dilemma and our destiny.

¹James S. Coleman (Glencoe, Ill.: Free Press, 1961).

Academic success and career choice

A study shows what became of the highest and lowest-ranking college students in a class that graduated 30 years ago

For over 30 years the academic records of matriculating undergraduates at Yale have been analyzed to determine their value in predicting academic success. The "predictions" derived from such yearly studies have made possible the ordering of each entering class according to scholastic ability, and have thus facilitated a study of how later careers relate to earlier evidences of academic standing.¹

To this end, two small samples were chosen from the records of one class matriculating at Yale some three decades ago. The first sample consisted of the 25 highest and the second sample consisted of the 25 lowest-ranking students. These two groups represented approximately the highest 3 per cent and the lowest 3 per cent of entering freshmen. The two groups were in marked contrast within their own population; nevertheless, because of the high degree of academic selection used by the college, the low group probably represented better than median standing among all males in the total 18 to 19-year-old age group at that time.

It is interesting to know something of the characteristics of the students in these two samples during their undergraduate days. Insofar as secondary school background was concerned,

students in both groups were predominantly graduates of private schools. Indeed, in the high group, only eight of the 25 had come from public high schools and in the low group only three of the 25. In respect to economic status, they were quite dissimilar. No low-group members received any substantial amount of financial aid in college, while about half of the high group were the recipients of substantial amounts of scholarship assistance.

In academic careers there were marked differences. All 25 of the high group graduated from college, while only 13, or about half of the low group, took degrees and several of the low group left during their freshman year. Eleven in the high group majored in the humanities, three in the social sciences, and the remaining 11 in either the natural sciences or engineering. Quite a different picture was presented by the 13 graduates in the low-prediction group, since nine majored in the social sciences, two in the humanities, one in the natural sciences, and one in engineering.

The subsequent careers of those in the two groups have been analyzed from reports in the recent history of the class. Many of the findings will not seem surprising. About a third of the high group saw military service as commissioned officers, while slightly more than half of the low group were in military service (10 serving as commissioned officers). Of the high group, 21 took advanced degrees—11 of them, the Ph.D. degree; the rest, degrees in law, medicine, divinity, and the arts. Only two of the low group took advanced degrees, one being the Ph.D. The high and low groups diverge most in this matter of numbers of advanced

degrees earned, the ratio being 21 to 2, respectively.

In publications reported, the differences are striking: nine men in the high group had a total of 15 books and eight journal articles published; five men in the low group had one book and four journal articles published. The journal articles for both groups were typically of a research or scientific character.

In subsequent business and professional careers, the two groups showed certain common elements but also some rather marked differences. The eight members of our high group who chose business careers were evenly divided: four were scientists and four became managing executives. By way of contrast, 21 of the low-prediction cases reported successful careers in business and industry with all 21 in an executive capacity. Indeed, some 16 were officers of their companies. Among these, nine held the title of vice president, the others holding titles of partner, president, owner, secretary, or treasurer. The remaining five low-prediction cases in business were in executive or managerial posts.

The professions—law, medicine, and the ministry—attracted eight of the



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¹The "prediction" is a weighted combination of the secondary school record and College Board test scores. It has been a useful index in selection and guidance. Year by year, for over three decades, individual performance for two-thirds of the students has deviated from earlier prediction by six points or less on a 0-100 marking system. For half the students the range of deviation has been even smaller, four points or less. While far from perfect—and one would question the rigidities which perfect prediction might suggest—the yearly results have been good enough to be useful.



high, and only one of the low, cases. Eight of the high and none of the low group became university professors. The remaining cases (one from the high group and three from the low) are in other occupations. Two of these low-group cases are now engaged in university work as members of administrative rather than instructional or research staffs.

The picture with respect to service activities of a voluntary nature, such as participation on the governing boards of religious, charitable, educational, or community organizations is far from clear-cut. Some 13 of the high group and 10 of the low group reported participation.

It is easy to generalize from such data but one must be very careful. Can we really say that academic ability, as demonstrated at the college entrance level, is the indicator of later career patterns such as the findings from this small sample might suggest? Are the academically outstanding students of today going into the traditional professions—law, medicine, and teaching—as did those in our tiny sample 30 years ago? Some recently analyzed data suggest a parallel. Among the 897 seniors in the class of 1960 at Yale (Yale College and School of Engineering combined) all 26 of the students ranking highest in their four years of undergraduate work (top 3 per cent of the class) indicated that they were going on to further study immediately. For the class as a whole, the proportion planning to do graduate work tended to vary directly with academic achievement and there was a slightly inverse relationship between grades and the number entering jobs or military service. Thus it appears that today's high-ranking scholar also tends to pursue higher learning.

Since there was a large representation of successful business careers among the 25 low-prediction cases in the 30-year sample it would be easy to conclude that anyone can succeed in business. Such a superficial observation, however, ignores some underlying factors. In the first place, it overlooks the factors which tended to make the Yale applicant population quite selective. As suggested earlier, the academic ability of these 25 low-prediction cases was probably better than average for the total age group they represented.

The effect that different motivations and life goals might have had on the two groups' early measures of ability introduced complications in our study. The high-prediction men not only demonstrated a high degree of competence (high grades, high test scores) but may also have been characterized by patterns of interest and satisfaction in, and liking for, higher learning. The low-prediction group on the other hand, may well have developed, by the time of college entrance, a different pattern of values and interests. If the latter group's interests and satisfactions tended to lie in directions other than those represented by the academic challenges university work offers, it may well have been that they were a more able group than their academic records suggest. Perhaps this better-than-average level of ability, in combination with family economic security and certain personality correlates, was crucial.

Finally, one has to recognize how statistically different were these two groups. The highest 3 per cent and the lowest 3 per cent in a class of 850

represent extreme samples. That the subsequent career patterns of these two samples should be different is interesting; if they had *not* been different, it would have been surprising!

All of this is speculation on the underlying significance of the findings. The major value of such a small exploratory study has to reside quite obviously in the more fundamental questions it raises rather than in the specific outcomes of the study, itself (however interesting these may be). It is earnestly hoped that this small investigation may stimulate thinking about the fundamental factors contributing to college students' subsequent career patterns and lead to productive research designed to add to the scientific knowledge in this area. Such knowledge will have obvious implications for those interested in career guidance and broader implications for education in general, at various levels.

By and large, the data suggest that measures of intellectual ability available at the college entrance level tended to distinguish the academically most promising from the academically less promising, even within the upper half of the distribution of scholastic ability for the 18 to 19-year-old age group. This distinction was made, furthermore, in ways which seem to be related to kinds of later careers and kinds of productivity.

If the function of the university is to further the education of those most likely to advance important scholarly and scientific activity, the data presented here seem to confirm the validity of the traditional academic types of qualification usually required for university entrance.



A blunt warning

A selective admissions policy and rising costs could create an intellectual hothouse only the wealthy would be able to afford

The following article is an abridgment, by the author, of a more detailed report made by him to the president of Harvard College. Though submitted for the 1959-60 academic year, the report covered the eight years between 1952 and 1960 when its author served the college as chairman of its Admission and Scholarship Committee.

Copies of the complete report may be had on request by writing to: Admission Office, 20 University Hall, Harvard College, Cambridge 38, Mass.

In the past decade—a decade of almost fantastic increase in Harvard's financial aid resources—we were unable to increase significantly the proportion of the student body receiving financial assistance from the college because of the extraordinarily rapid and unprecedented increase in the cost of a Harvard education.

Scholarship stipends grew steadily smaller in relation to the total cost, and the scholarship holder had to supply by self-help a steadily larger proportion of the total cost. The self-help gap was about \$450 in 1950 and about \$800 in 1960. The average scholarship stipend was \$1,082 below the official over-all student budget in 1950; \$1,709 below it in 1960. This happened in a decade when our scholarship endowment increased by over \$12,500,000 (about 130 per cent) and our annual scholarship expenditures went up from just over \$500,000 to \$1,250,000.

In the last 10 years our endowed scholarship, beneficiary aid, and loan funds have grown from \$9,889,291 to \$26,689,361. Only a handful of American colleges have total endowments as large as our financial aid capital funds. Yet despite this extraordinary

outpouring of generosity, which can hardly be expected to continue at this pace indefinitely, no significant gains were made in lowering the economic barrier to a Harvard education.

In fact, the most frustrating experience of the last few years was our inability to increase the percentage of the entering class receiving scholarship help from the college. This was in spite of the need for expansion because of the drastic increase in college costs and in the number and percentage of admissions candidates needing help; 26.1 per cent of the class of 1964 received scholarships, compared with 25.5 per cent of the entering class eight years ago and 32.0 per cent in 1953.

Tuition and aid rise together

Harvard's fabulous increase in financial aid resources has been almost entirely eaten up by increased college charges. We have run like mad to raise new funds and have barely managed to stay where we were.

The result of this unhappy balancing of increased financial aid resources by increased costs has been a steady and alarming narrowing of the income range from which the college draws its students. High costs scare off candidates from low-income families, and their frequently inferior school preparation and guidance enlarges the barrier. Harvard is rapidly becoming a college serving only upper-middle-income families. This is indicated by many kinds of evidence, of which the most illuminating is the family income of our scholarship holders.

In 1952 the median family income of Harvard scholarship holders was \$4,900 (about the fifty-eighth percentile); the national median family in-

come was then about \$4,300. In 1960 our median was \$7,800 (about the seventy-fifth percentile) while the national median was about \$5,300. (Presumably, almost all our paying customers come from families with incomes above those of scholarship holders.)

In 1960 the median family income of those who were admitted but were denied scholarship aid and did not come to Harvard was \$10,500. In 1960 the median family income of those who were admitted but were denied aid and did come was \$13,000. A student with high need who is admitted but denied aid just doesn't dare to take a chance on Harvard today, as he might have 10 years ago.

Harvard has recently announced another large tuition increase to go into effect next year, despite the more than \$82,000,000 just raised for the college. In 1961 the annual cost of a Harvard education for a student who is watching his pennies carefully will be \$3,000, not counting transportation costs. A total investment of \$12,000 or more for the four years will be necessary.

In 1959 only 5 per cent of American families had incomes of \$15,000 or more a year. This means that hereafter only 5 to 10 per cent of American families will be able to finance a Harvard education without help—depending on the number of children there are in the family and the family's as-



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sets other than income. If recent trends continue, the annual price tag for a Harvard education will be \$4,000 to \$5,000 by 1970, when less than 5 per cent of American families will be able to pay for it from their own resources.

The time has come, I believe, for a blunt warning about the dangers ahead unless this trend can somehow be stopped. In the last decade the cost of education at Harvard and similar institutions has gone up much faster than the general price level, much faster than the cost of any other service or commodity. This may have been justified by the relatively low level of tuition charges and faculty salaries before 1950, but that argument, and inflation, can no longer be used to explain the continuation of large increases in tuition. Of course the existence of rapidly growing surpluses of qualified admissions candidates has made it easy so far to take the continuous-tuition-increase road, but easy money is dangerous money, for institutions as well as individuals.

Admission for rich only?

Unless hereafter the steady stream of its tuition increases is slowed down to what is justified by inflation, Harvard College will have cut itself off from most of America. Can Harvard afford to restrict itself to both an economic elite and an academic elite, if indeed an academic elite will be possible for it under such conditions? Can we look with equanimity at the situation which is developing in this country where liberal education of high quality in private institutions will be identified with a few expensive colleges catering to the richest 5 per cent of American families, while public institutions take care of the rest? ... The fact is that the admissions policy issues faced by the administrators of a college which has become significantly selective only in the last decade are more difficult and complicated than those who have not been immersed in them realize. And no one at present is qualified to promulgate the final official Harvard admissions doctrine if indeed there will ever be a final doctrine. Those who know most about these problems are the readiest to admit their ignorance and uncertainties, while they discharge their duty to resist the adoption of premature dogma.

Neither at Harvard, nor at any other American college, has anyone as yet done the thinking, the observing, the research necessary to provide sound answers. We don't know enough. We haven't even asked all the right questions yet. A whole complex of philosophical, sociological, psychological, political, economic, institutional, practical, and theoretical issues are involved.

As I have said, we are not yet ready to promulgate the admissions policy for Harvard College in its selective era. After all, the make-up of the Harvard student body was determined by natural forces, not by conscious planning, for over 300 years, and the college has had a significant degree of selectivity for only about 10 years. We now face the necessity for a considered decision about the kind of students we want, within the limits of what we can get. But this raises all kinds of new and perplexing questions which no one had to think about in the good old days of laissez-faire when everyone who wanted to come and could meet the minimum admissions requirements (plus some who didn't meet the minimum) was automatically admitted. These questions need a lot of chewing over before wise answers can be found. So the sensible thing is to let time and events, plus a lot more thinking, gradually crystallize policy. After another 10 years or so of living with a condition of high selectivity we shall probably find that we have worked through to a policy which will be generally acceptable.

The central practical issue of Harvard admissions policy, as I see it, can be stated quite simply. Does Harvard want a student body selected solely on the basis of apparent relative academic promise; selected, that is, on a single-factor basis? Or are there other considerations, largely nonacademic, which should influence selection, and if so, what are they and how much weight should be placed on them?

The question can be stated another way. Should the ultimate goal of Harvard's admissions effort be to come as close as possible to a student body all of whose members would have outstanding academic ability, all of whom would be in the top 1 per cent—or even better—the top ½ of 1 per cent, of American college students? Or should



we consciously aim for a student body with a somewhat broader range of academic ability, perhaps the top 5 per cent of American college students: a student body deliberately selected within this range of ability to include a variety of personalities, talents, backgrounds, and career goals?

The argument for top scholars

To many, the answer to this question will seem so obvious as not to require serious discussion. Of course Harvard should have as many top scholars as it can possibly get and if the entire student body is made up of high-honors men so much the better. To select students on any other basis than scholarly promise would be improper, if not immoral. Harvard, it will be argued, is peculiarly well suited to the needs of such students with its challenging intellectual atmosphere and its great faculty and educational resources. The best use Harvard can possibly make of its unique resources, the greatest contribution it can make to the country, is to concentrate on educating such students.

I am not at all sure that I would not support such a policy, myself, eventually. For a harassed admissions officer it has great appeal because it has the merits of apparent simplicity, objectivity, relative administrative cheapness in time and money and worry. It has a clear logical basis and therefore easy applicability and defensibility. The alternative, using various nonacademic factors in the selection process,

requires the attempt to evaluate intangible qualities which are difficult, perhaps impossible, to measure. Any selection based significantly on aspects of character and personality, or even on such tangible factors as geography, Harvard parentage, and socio-economic background, will inevitably seem arbitrary or capricious to many and will invite charges of bias and favoritism.

Real versus apparent intellect

In spite of the obvious attractiveness of such a single-factor selection policy, I have serious doubts as to whether it would be in the best interests of Harvard, or indeed whether it would work, in the sense of bringing to Harvard the highest proportion of genuinely powerful, creative, and useful minds. It might work if we knew better how to identify real, as distinguished from apparent, intellectual power and creativity at the secondary school level. At present we rely, basically, for our evaluation of academic ability on test scores and rank in class (the two elements in the Predicted Rank List¹), but there are increasing doubts as to whether these two items measure anything except the probability of getting certain kinds of grades in college, and even in grade-predicting terms these data become less and less reliable for discriminating among individuals as the PRL range narrows and the number of schools represented in the candidate group increases.

The student who ranks first in his class may be genuinely brilliant. Or he may be a compulsive worker, or the instrument of domineering parents' ambitions, or a conformist, or a self-centered careerist who has shrewdly calculated his teachers' prejudices and expectations and discovered how to regurgitate efficiently what they want. Or he may have focused narrowly on grade-getting as compensation for his inadequacies in other areas, because he lacks other interests or talents or lacks passion and warmth or normal healthy instincts or is afraid of life. The top high school student is often,

frankly, a pretty dull and bloodless (or peculiar) fellow.

The adolescent with wide-ranging curiosity and stubborn independence, with a vivid imagination and a desire to explore fascinating bypaths, to follow his own interests, to contemplate, to read the unrequired books—the boy filled with sheer love of life and exuberance—may well seem to his teachers troublesome, undisciplined, a rebel. He may not conform to their stereotype and may not get the top grades and the highest rank in class. He may not even score at the highest levels in the standard multiple-choice admissions tests, which may well reward the glib, facile mind at the expense of the questioning, independent, or slower but more powerful, more subtle, and more interesting and original mind.

Furthermore, an announced policy of selecting only the top scholars might well lead many highly promising individuals not to apply, either because of school exclusion or self-exclusion. But a willingness to consider a broader range of academic achievement in secondary school might catch a larger proportion of the fundamentally most promising human beings in our net.

One may well ask, of course, how many truly original and creative minds one can expect to find in a class of 1,200 or so in one college—one or 10 or 100? Surely not 1,200. Even those who believe that the one measure of a college is its production of brilliant scholars should consider whether such individuals are more, or less, likely to be discovered and admitted and nourished by a college using a top-one-per-cent admissions policy.

Applicants may be discouraged

In other words the attempt to obtain a top-one-per-cent student body may in fact defeat its own ends, unless one assumes that in the future there will be, no matter what we do or don't do, so many top scholars applying that the only problem will be separating the sheep from the goats. This may, of course, be what happens, but I don't believe that we can count on it. In fact, my guess is that whatever admissions policy is followed, the number of candidates for admission to Harvard and similar colleges is not likely to increase anything like as much in the coming decade as was once commonly pre-

dicted. High costs, wholesale rejection of good boys, and other factors will probably have a powerful discouraging influence on applicants. The colleges which have had the largest increases in the number of candidates in the last decade may well have the least increase in the 1960's.

Then there is the question of what the scholarship bill for a top-one-per-cent policy would be and whether Harvard could afford to pay it. Harvard is already one of the most expensive colleges in the country, despite its large endowment. It costs a lot of money to maintain the world's greatest university library, the great laboratories and museums, the great research undertakings, the highly expensive graduate instruction, the top faculty salary scale and first-quality undergraduate instruction in a great university college. There is no reason to suppose that the cost will go down, especially if a \$25,000-a-year salary level for professors is to be reached.

There is every reason to expect that tuition and other charges to undergraduates will continue to move onward and upward. By the fall of 1961 the over-all annual budget for a Harvard scholarship student will be about \$3,000, not counting travel. By 1970 it will probably be at least \$4,000, if present apparently inexorable trends continue, and may well be moving toward \$5,000 or \$5,500 for a student from the West Coast.

How many American families will be able to afford that kind of price for the college education of their male offspring? There is no evidence that poverty and genius go together or that the rich are necessarily stupid. There is a real possibility, however, that an academically elite college would lose its appeal for the ablest boys from upper-income families who might prefer a college with a different kind of atmosphere. But in any case, probably less than 5 per cent of American families will be able to finance, without help, the expensive Harvard education of the future and they are not likely to produce enough sons in the top 1 per cent of ability who will want to attend Harvard to fill the places in a college our size.

My rough guess is that if we are to have a student body at this rarefied ability-level in a college as expensive

¹The Predicted Rank List (PRL) is an estimate of the grades a candidate would receive if he were admitted. It is computed from a weighted combination of the candidate's College Board test scores and his secondary school rank in class.

as Harvard is and will be, about 75 per cent of our students will require significant scholarship aid, compared with the present 26 per cent getting scholarship assistance from the college. And as an earlier section of this report shows, despite the extraordinary increases in our financial aid resources and expenditures in the last decade we have not been able to increase significantly the proportion of our student body that receives scholarship aid from the college. In fact, we will have to raise vast new scholarship endowment funds just to stand still, if present tuition trends continue.

It is possible that new government or other non-Harvard scholarship programs will take care of this problem for us, although such programs are not likely to be scaled to the price level of the high-cost colleges. Or perhaps the faculty will be willing to take a pay cut to finance a larger scholarship program. Nevertheless, it is necessary to take a hard look at the question of whether a great university college which wants to remain private and independent, and at the same time to maintain top rank as a university—an increasingly and appallingly expensive business—can afford a top-one-per-cent admissions policy.

Would success be good?

If we assume, however, that it would be possible for Harvard eventually to reach the top-one-per-cent goal, or at least to come a lot closer to it than we have so far, is it really desirable to do so? Would it be good for the students themselves, good for the country, good for Harvard? Would we like it if we had it? (And who is “we”—always a moot question at Harvard.) There is no experience at Harvard or elsewhere, in this country at least, to provide the answers, so one can only speculate unless the anthropologists or the psychologists can help.

One would like most of all to know what effect membership in such an elite group would have on the students themselves. What would be the atmosphere and the values of such a college community? Would the college be a wonderfully stimulating and rewarding place when every student at entrance was a potential *magna* or *summa* man? Or would a precocious academic careerism tend to corrupt the young



and inhibit breadth of interest and the disinterested search for understanding and enrichment?

Would academic competitiveness be greatly increased, and tensions, anxieties, and frustrations grow unbearably, particularly for those able students who, perhaps only because they dared to take a course outside their field or had bad luck with an instructor or two, found themselves in the bottom half of the class? (Presumably there still would be a bottom half of the class and even a bottom quarter. And what would be done about Phi Beta Kappa, which permits only 10 per cent of a class to receive the merit badge?)

Would the very able man who might have been the outstanding student at another college and been encouraged and rewarded as such, but was only average at Harvard, have his self-confidence destroyed, his ambition sapped, or his psyche seriously damaged? Would Harvard become such an intellectual hothouse that the unfortunate aspects of a self-conscious “intellectualism” would become dominant and the precious, the brittle, and the neurotic take over? In other words, would being part of a super elite in a high prestige institution be good for the healthy development of the ablest 18 to 22-year-olds, or would it tend to be a warping and narrowing experience?

These questions are not meant to imply that an individual with a high IQ is any more—or less—likely than an individual with an average or a low IQ to be unstable or unattractive or physically uncoordinated or have a bad character or a high feminine compo-

nent. There are doubtless certain occupational hazards in being a “gifted” child just as there probably are in being a moron. But I assume that there is a normal distribution of good and bad qualities of character and personality along the entire IQ curve and that goodness and strength of character are not found solely among students of limited academic talent, as some secondary school reports might lead one to believe.

The question is, what happens to the atmosphere and the values of an institution and how do its students react on each other when an entire undergraduate student body consists of “gifted” individuals? There is some profane amateur opinion that the percentage of bearded types tends to go up with the increase in the average IQ. And anyone who has survived the feline atmosphere of a Phi Beta Kappa chapter meeting when the Junior Eight or the Senior Sixteen were being chosen must have some concerns.

Impact of an elite on society

What kinds of careers would this elite student body be apt to follow after college and would the pattern of careers of the future Harvard graduates make for a more or a less significant impact by Harvard on society? Historically, the Harvard student body has always included individuals with a wide range of talents, interests, personal qualities, and circumstances and career goals. It has included introverts and extroverts, men of thought and men of action, who have to a degree mingled in the Yard and educated and come to understand each other. Harvard has produced its share of scholars and scientists, poets and intellectuals. But it has also produced more than its share of outstanding men of affairs, men of power, the lawyers and businessmen and politicians who, one hopes, have been more thoughtful and civilized and effective because of their Harvard education. Harvard has thus, through its graduates, affected every area of American life.

But this diverse student body has, until very recently at least, been drawn from roughly the top 25 per cent of the academic ability range. If the future student body is to be drawn from the top 1 per cent, or thereabouts, will not the traditional career pattern

of Harvard graduates be radically changed? Will not most of our future students go into careers of scholarship or science — into the learned professions?² Of course the country needs all the able men of this sort it can possibly get, and perhaps to produce such men is the best way to use Harvard's resources.

But the country also needs all the educated businessmen and the politicians with vision and perspective it can get. If we are concerned about Harvard's total impact on society the question must be faced: will Harvard's influence on the world be lessened or changed undesirably if the stream of men going out from the Yard to business and politics narrows down to a trickle?

Finally we return to the basic question: are there personal qualities other than those measured by PRL which a college ought to care about in its students, which are important in determining the quality of a college, its atmosphere, its impact on its students and its contribution to society? If we define the role of Harvard College as essentially that of a pre-graduate school, then the answer is clear. The selection criteria should be the same as those used to choose graduate students.

But if the college has a different function than a graduate school then a number of human qualities are, it seems to me, relevant to selection. What these qualities are and how they should be measured are matters that require a lot more thought and investigation than we have so far given them.

Many aspects of intelligence

Clearly, however, there are many kinds or aspects of intelligence which are important (admitting that not all kinds are relevant to a college), and grade-getting and test-scoring intelligence is not necessarily the most important, even for purely intellectual pursuits. Judgment is important; so are curiosity and independence and honesty and courage and sensitivity and generosity and vitality. Energy may well be the most important X-factor in determining the future contribution of an individual. Ten per cent extra energy is

²[Mr. Bender's question is answered, at least by implication, elsewhere in this issue in an article titled "Academic success and career choice," p. 22.]

probably worth at least 150 points on the Scholastic Aptitude Test. And judgment may be worth 200. Surely these qualities matter, however trite it may be to maintain it, and are needed in a college and are worth recognizing and cultivating.

As I have already pointed out they are doubtless to be found in at least normal proportions in the top 1 per cent group. But if the field of selection is enlarged to include the top 5 per cent the chances of having students at Harvard with these qualities are increased fivefold. Or is it twenty-five-fold? Will not Harvard College be a healthier, happier, more productive community — will not its students grow better and we discharge our responsibility to them better — if there is among them a reasonable range of academic ability and career interests and therefore a higher incidence of the qualities mentioned above?

Perhaps, in other words, we will actually be the best college and make the optimum use of our resources if we are reasonably relaxed about it. That is, if we show a little more humility and humanity and catholicity in our search for talent, if we recognize the fundamental human and social importance of other factors than "A"-getting ability and high academic ambitions, and don't use the faculty exclusively to reproduce themselves.

By all means let's have a lot of brilliant students, the first-class academic minds which have always been one of the hallmarks of Harvard. And in the getting of these, let's look particularly for the truly original and independent and imaginative minds, even if they are found in candidates with SAT scores of 550 and a rank in the middle of their school classes. But let's have some other students to help hold the place together, students who are intelligent and curious and interested enough to profit from Harvard, who are intelligent without necessarily being "intellectuals" but whose distinction is primarily other — goodness or loyalty or energy or perceptiveness or a passionate concern of some sort. We might even have just a few who aren't particularly distinguished in any way, who aren't brilliant or leaders, who are just plain, ordinary, decent, uncomplicated human beings, like so many faculty sons and Harvard sons, to provide a

human scale in this community of supermen.

Perhaps the person who gets the most from Harvard, to whom the most is added here, is the 600-scorer. Perhaps we can't give much to the 800 man. He will educate himself anyhow and would be just as well off in any of a hundred colleges — or even better off in a college where he had a chance to associate with a broader range of humanity and to give more to others. And the country may be better off if the top academic brains are spread around more widely in a lot of different colleges rather than concentrated in a handful of self-consciously elite institutions.

A plea for diversity

In other words, my prejudice is for a Harvard College with a certain range and mixture and diversity in its student body. It should be a college with some snobs and some Scandinavian farm boys who skate beautifully and some bright Bronx pre-meds, with some students who care passionately if unwisely (but who knows?) about editing the *Crimson* or beating Yale, or who have an ambition to run a business and make a million, or to get elected to public office. It should be a college in which not all the students have looked on school just as preparation for college, college as preparation for graduate school, and graduate school as preparation for they-know-not-what. Won't even our top 1 per cent be better men and better scholars for being part of such a college?



Reversal at Rocky Hill

The Arden House Conference to End Once and for All the Crisis in Education was held behind closed doors in the fall of 1971. Pinkerton men were stationed on the roadways approaching the old Harriman estate to exclude curious outsiders. A certain New York education writer, hoping to get information, crawled up through the woods in a rented deer suit—antlers and all—but within 20 feet of Arden House, was recognized and summarily ejected.

Professional organizers of educational conferences scoffed when they heard of the meeting. "There is no point in having a conference," said one, "if there is no publicity." A Congressional committee on freedom of information threatened to investigate, and certain well-known chancellors and presidents refused to attend if they were to be forced to speak before such a limited audience.

On the first day of the conference a curious chambermaid glanced into the meeting room and started a rumor that the conference was hopelessly split along religious lines. A hasty explanation was issued the next day, however, and as a result, little damage was done. (The chambermaid had witnessed a poll taken by the cook, who was seeking main course preferences for Friday's dinner.)

Among other events of the first day were a number of speeches. A foundation executive said education must break the lockstep and a university trustee spoke on maximizing our resources. A former football coach pleaded for de-emphasis of the intellect and the spokesman for the Teaching Machine Trust said education was now in a position to turn out graduates "untouched by human hands."

On the second day the conferees learned the real reason for the meeting. (This came as a surprise to many who had attended countless confer-

ences without ever discovering why they were there.) The Steering Committee made its report. When the participants learned that the membership of this committee included Deans Barfinch and Snope from Rocky Hill College, some of them made plans to play tennis or walk in the woods. It was expected that the committee would make yet another report on the Rocky Hill Plan for Mediocre Students (RHPMS)¹.

Those members of the Arden House conference who decided to "duck that Rocky Hill session" discovered to their dismay that the Pinkerton men had been hired not only to keep intruders out but to keep the conferees in.

Thus, the Steering Committee reported to a rather odd gathering, perhaps the oddest ever assembled in the educational world. Two Ivy League presidents attended in tennis shorts and sneakers, each with a towel around his neck, and a professor of English from a college in Maine sat holding a double-barrelled, 16-gauge shotgun between his legs. A well-known women's college president was virtually driven into the meeting wearing pedal pushers and a lumber jacket; an opera glass she had intended to use on a bird-watching trip dangled from her neck on a leather strap.

Dean Snope of Rocky Hill spoke first. Snope, who had been president of ACAC, ACE, AAC, ACPRA, CSS, CEEB, ACLS, ACCRAO, and ACT confessed to a hushed gathering that the Rocky Hill Plan had proven a failure. One of the Ivy League presidents dropped a tennis racket, the professor from Maine dropped his shotgun, and the women's college pres-

ident stared at the dean through her opera glasses.

"The reason for our failure was simple," said Snope. "The brilliant applicants pretended to be mediocre. They marked the wrong answers intentionally. They selected the obvious answers. They were absolutely shameless—no pride, whatsoever. We discussed the problem with the College Board; I tackled it myself during my years on the executive committee but we got nowhere. The testing experts only laughed. For years, they said, we had been complaining that the tests discriminate against the really outstanding, creative students. Now we were asking for tests that we could use in selecting mediocre students. They said it couldn't be done. If there was one thing that was harder to find than superiority it was mediocrity."

Dean Barfinch amplified Snope's statement.

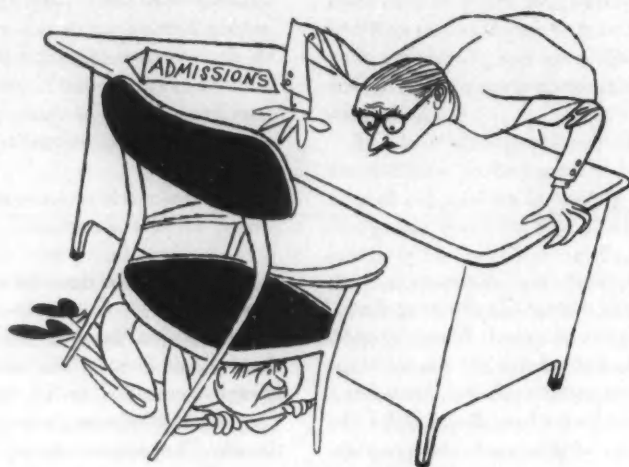
"Rocky Hill," he explained, jiggling two steel balls in his left hand, "tried to apply the Shifty Theory of Deaning to the admissions process by making it a point to change all the college's academic and disciplinary regulations every four years to prevent students from discovering ways of circumventing them. And though this worked within the college, it failed in admissions because school guidance counselors had long memories.

"Applicants come and go," he con-



Peter Schrag is assistant secretary of Amherst College.

¹Peter Schrag, "Crisis at Rocky Hill," *College Board Review*, No. 42, p. 16. This plan was purportedly designed to screen out the brilliant applicants in the admissions process in order to give mediocre students a chance to attend a prestige college. (Actually it had been designed to prevent the admission of students who were brighter than the faculty.)



Mediocre students are hard to find

cluded, "but counselors last forever."

The football coach of a large mid-western university, one Shelley "Hard Shell" Iglehart, gave the conference its first real idea of what was to follow.

"There used to be a time when we could count on our football alumni. People came from as far away as Alaska and Hawaii to see us play. We had booster clubs in Anchorage, Monterrey, Paris, Tokyo, even Cairo. Many of the members weren't alumni, some of them were 97-pound weaklings who just wanted to be associated with a real football power. The president of the Cairo Club was the Sultan of Kuwait; for \$5,000 we made him an honorary life member of the Athletic Association.

"That's all over now. Anything we can do, the Giants and the Colts can do better. They even raid the cheerleader squad. Attendance is off. Now people want to be associated with the academic side of the university. They come to the campus and ask to see the physics lab. They want to know how many books the library holds, and what we are doing about independent study and the trimester. The only reason we show them the old stadium is because we've converted it into a gigantic wind tunnel for testing airframes.

"Personally I was lucky that I had gotten involved in the teaching machine laboratory in the old days, giving cram courses to my players... Do you know that they haven't hung a Big

10 coach in effigy in eight years?"

Iglehart went on to explain that in the old days his university raised \$200,000 to \$300,000 each year from people who wanted nothing more than psychic association with the football team. Now they wanted the same association, but with the academic side of the university.

At this point Dean Barfinch took the floor again.

"Rocky Hill has discussed a plan with some of its sister institutions," he announced. "We are going to sell diplomas to anyone who wants them—provided we get the support of this conference."

"What!?" shouted Chancellor Platridge of Aleutian A. and M. "Sell diplomas! A terrible fraud on the public, making them think they're educated just by giving out diplomas."

"You're begging the question," Barfinch replied. "We don't propose to give anyone the impression that he's educated. We will just sell the diploma: *rite* degrees will go for \$5,000; honors degrees will range up to \$10,000 for the *summa cum laude*. Recipients of these degrees will be considered regular alumni by Rocky Hill; they will have the privilege of attending reunions and giving still more money.

"We have taken private polls which indicate that we can raise about one million dollars annually in this fashion. At the same time, all those who apply only for the sake of the college's prestige will no longer be interested in

coming. We expect, with this one stroke, to eliminate the deluge of applicants and to solve our endowment problems forever."

"Impossible," objected Chancellor Platridge. "You will cheapen the value of the earned degree; what of those who really worked for it?"

"Quite true," countered Barfinch, jiggling his steel balls. "But those who actually come to study will do so for the education that our facilities make possible, not for the prestige of the degree."

"Out of the question," someone shouted from the rear. "We spent 30 years becoming academically respectable. We don't propose to throw away our prestige in this fashion."

"But," interrupted Snope, "for years we have been saying to applicants that prestige is illusory. I remember reading the report of the committee on admissions headed by Mr. Platridge. That report, you recall, lampooned the idea of prestige. It counseled applicants not to seek colleges for prestige, but merely for their educational opportunities."

"Of course," Platridge interjected. "But we all do *that*. Everyone knows those statements mean nothing." (APPLAUSE.)

By this time the conferees were waiting eagerly to hear from Alston Lowell Godfrey who, thus far, had been sitting toying with his pencil. If there was one man to whom they all looked for guidance it was Godfrey who, a few years before, had declined an offer to become Secretary of State in order to head the nation's most prestigious university.

Now Godfrey rose to speak. Although attired in tennis shorts and



We used to count on our football alumni...

sneakers, Godfrey exuded stature with every breath.

"Ladies and gentlemen," he began, "I have been wondering for some time about the objectives of this distinguished gathering. I have listened with greatest interest to the presentation of my good friend Brutus Barfinch but I have one great reservation." Here he stopped for a moment and touched his tennis racket, moving it carefully a few inches from the side of the table.

"I am against ending this crisis which faces education," he finally resumed. "I am convinced that until someone brought it on, education was grossly neglected. Look what has happened since then. We have received fantastic sums of money from all sources. We are in control of the nation's most precious commodity; we are in demand. As a former economist I can appreciate the merits of the Steering Committee Report but I appreciate even more the merits of a good crisis. I am delighted that my university has to turn away 17 applicants for each one it accepts. This raises our prestige. I am happy to see counselors puzzled, parents distraught, and foundations begging us to accept money. This sort of free, competitive enterprise helped make America great.

"My models are Jonathan Edwards and Calvin Coolidge. In his day, Edwards spoke for religion, of course. Salvation of the soul then seemed to be in greatest demand and shortest supply. In Coolidge's day the same applied to money. Today it is we who control the most precious commodity—the college degree. I don't want to sell it or give it away. I want to keep control of it. I like the feeling of mystery that exists in the community. When I or Plastridge or Barfinch speak, *people listen*."

President Godfrey continued in this vein for some time but long before he was through, it became clear even to the casual observer (had there been one) that the Steering Committee proposals were dead. The crisis, as everyone now knows, was allowed to continue. Rocky Hill went back to selecting outstanding students because it was unable to find mediocre ones and, to the end of his days, Brutus Barfinch was known as an imaginative but somewhat impractical member of the great community of education.

College Board members

Check (✓) indicates colleges participating in the College Scholarship Service. Dot (•) indicates subscribers to the May 1 Candidates Reply Date Agreement for 1962. An asterisk (*) following a college's name means scholarship candidates are excepted from the Candidates Reply Date Agreement; a triangle (Δ) means single-choice, "early decision" candidates are excepted from the Agreement; a dot in a circle (°) indicates institutions or organizations elected to membership at the Board meeting on October 25.

Secondary schools are listed by state; the term of membership for each is given in parentheses.

- ✓ Adelphi College*Δ
- ✓ Agnes Scott CollegeΔ
- ✓ Albany State College°
- ✓ Albertus Magnus College*Δ
- ✓ Albion College°
- ✓ Albright College
- ✓ Alfred University*Δ
- ✓ Allegheny College
- ✓ American International College
- ✓ Amherst CollegeΔ
- ✓ Anahurst College*
- ✓ Antioch College
- ✓ Appalachian State Teachers College°
- ✓ Arkansas College°
- ✓ Armstrong College of Savannah°
- ✓ Ashland College°
- ✓ Assumption College
- ✓ Augustana College (Ill.)
- ✓ Austin College (Tex.)
- ✓ Babson Institute
- ✓ Barat College of the Sacred Heart
- ✓ Bard CollegeΔ
- ✓ Barnard CollegeΔ
- ✓ Barry College*
- ✓ Bates College*Δ
- ✓ Beaver College*Δ
- ✓ Beloit College
- ✓ Bennett College (N.Y.)
- ✓ Bennington College
- ✓ Berry College
- ✓ Bethany College (W. Va.)Δ
- ✓ Boston College
- ✓ Boston University*Δ
- ✓ Bowdoin College
- ✓ Bradley University°
- ✓ Brandeis University
- ✓ Bridgewater College°
- ✓ Brooklyn College
- ✓ Brown University
- ✓ Bryn Mawr College
- ✓ Bucknell University
- ✓ Butler University (Ind.)
- ✓ Caldwell College
- ✓ California Institute of Technology
- ✓ California Western University°
- ✓ Calvin College
- ✓ Canisius College
- ✓ Carleton College
- ✓ Carnegie Institute of Technology
- ✓ Carroll College (Wis.)
- ✓ Case Institute of Technology
- ✓ Catholic University of America*Δ
- ✓ Cedar Crest CollegeΔ
- ✓ Centre College of Kentucky
- ✓ Chaminade College of Honolulu°
- ✓ Chapman College
- ✓ Charlotte College
- ✓ Chatham CollegeΔ
- ✓ Chestnut Hill College
- ✓ Christopher Newport College of the Colleges of William and Mary°
- ✓ The Citadel
- ✓ City College of New York
- ✓ Claremont Men's College
- ✓ Clark University (Mass.)
- ✓ Clarke College (Iowa)
- ✓ Clarkson College of Technology*Δ
- ✓ Clemson College*
- ✓ Coe College
- ✓ Coker College*Δ
- ✓ Colby College*
- ✓ Colgate University*Δ
- ✓ College Misericordia
- ✓ College of Charleston°*Δ
- ✓ College of Mount St. Joseph-on-the-Ohio
- ✓ College of Mount Saint Vincent
- ✓ College of New Rochelle
- ✓ College of Notre Dame of Maryland
- ✓ College of St. Catherine°
- ✓ College of Saint Elizabeth
- ✓ College of Saint Rose*
- ✓ College of Saint Teresa (Minn.)
- ✓ College of the Holy Cross
- ✓ College of the Holy Names°*Δ
- ✓ College of the Sacred Heart (Santurce, Puerto Rico)Δ
- ✓ College of William and Mary
- ✓ College of Wooster
- ✓ Colorado College*Δ
- ✓ Colorado School of Mines°*
- ✓ Colorado State University°
- ✓ Colorado Woman's College°
- ✓ Columbia College (S.C.)°
- ✓ Columbia University (N.Y.)
- ✓ Connecticut CollegeΔ
- ✓ Converse College
- ✓ Cooper Union for the Advancement of Science and Art
- ✓ Cornell College
- ✓ Cornell UniversityΔ
- ✓ Dartmouth CollegeΔ
- ✓ Davidson CollegeΔ
- ✓ Denison University*
- ✓ DePauw University*
- ✓ Dickinson CollegeΔ
- ✓ Doane College°
- ✓ Dominican College of San Rafael°
- ✓ Douglass College
- ✓ Drew University
- ✓ Drexel Institute of Technology°
- ✓ Duke University*Δ
- ✓ Dunbarton College of Holy Cross
- ✓ Duquesne University
- ✓ D'Youville College*
- ✓ Earlham CollegeΔ
- ✓ East Carolina College°
- ✓ Eastern Baptist College
- ✓ Elmhurst College°
- ✓ Elmira College
- ✓ Elon College°
- ✓ Emerson College
- ✓ Emmanuel College (Mass.)*Δ
- ✓ Emory University
- ✓ Erskine College
- ✓ Fairfield University°
- ✓ Fairleigh Dickinson University
- ✓ Fordham University*
- ✓ Franklin and Marshall College
- ✓ Franklin College of Indiana°
- ✓ Furman University*
- ✓ Gannon College°
- ✓ Geneva College (Pa.)
- ✓ Georgetown University
- ✓ George Washington University
- ✓ Georgia Institute of Technology
- ✓ Georgia Southern College°
- ✓ Georgia State College of Business Administration°
- ✓ Georgian Court College*
- ✓ Gettysburg College
- ✓ Goddard CollegeΔ
- ✓ Gonzaga University
- ✓ Good Counsel College°*Δ
- ✓ Goucher CollegeΔ
- ✓ Greensboro College
- ✓ Grinnell College
- ✓ Grove City College
- ✓ Guilford College°
- ✓ Gustavus Adolphus College°
- ✓ Gwynedd-Mercy Junior College°
- ✓ Hamilton CollegeΔ
- ✓ Hampden-Sydney College
- ✓ Hanover College°
- ✓ Hartwick College*Δ
- ✓ Harvard College
- ✓ Harvey Mudd College
- ✓ Haverford College
- ✓ Hendrix College
- ✓ High Point College°
- ✓ Hiram College
- ✓ Hobart College and William Smith CollegeΔ
- ✓ Hofstra College
- ✓ Hollins CollegeΔ
- ✓ Hood College
- ✓ Hope College°
- ✓ Illinois Wesleyan University
- ✓ Immaculate College*Δ
- ✓ Immaculate Heart College*
- ✓ Indiana Central College
- ✓ Iona CollegeΔ
- ✓ Ithaca College
- ✓ Jackson College for Women
- ✓ John Carroll University°
- ✓ Johns Hopkins University
- ✓ Juniata College
- ✓ Kalamazoo College
- ✓ Kenyon College
- ✓ Keuka College
- ✓ Knox College
- ✓ Kutztown State College
- ✓ Ladycliff College°*Δ
- ✓ Lafayette CollegeΔ
- ✓ Lake Erie College
- ✓ Lake Forest College
- ✓ La Salle College
- ✓ Lasell Junior College°
- ✓ La Verne College
- ✓ Lawrence College
- ✓ Lebanon Valley College
- ✓ Lehigh UniversityΔ
- ✓ Lewis and Clark College

- Limestone College*^Δ
 - Linfield College[⊙]
 - Long Island University[⊙]
 - Longwood College
 - Loretto Heights College
 - Lowell Technological Institute
 - Loyola University (La.)*^Δ
 - Loyola University of Los Angeles*^Δ
 - Lycoming College
 - MacMurray College[⊙]
 - Madison College (Va.)^Δ
 - Manhattan College*^Δ
 - Manhattanville College of the Sacred Heart^Δ
 - Marian College[⊙]
 - Marietta College (Ohio)
 - Marquette University
 - Mary Baldwin College*^Δ
 - Marylhurst College[⊙]
 - Marymount College (Tarrytown, N.Y.)*^Δ
 - Marymount College in Virginia[⊙]
 - Marymount Manhattan College (New York, N.Y.)[⊙]
 - Maryville College of the Sacred Heart
 - Mary Washington College of the University of Virginia^Δ
 - Marywood College
 - Massachusetts Institute of Technology
 - McGill University (Canada)
 - Menlo College
 - Mercer University
 - Meredith College
 - Merrimack College
 - Miami University (Ohio)
 - Michigan State University*^Δ
 - Middlebury College*^Δ
 - Millersville State College[⊙]
 - Millikin University[⊙]
 - Mills College
 - Mills College of Education
 - Milwaukee-Downer College
 - Monmouth College (Ill.)
 - Moore Institute of Art, Science, and Industry
 - Moravian College
 - Mount Holyoke College^Δ
 - Mount Mercy College (Pa.)
 - Mount Saint Agnes College*^Δ
 - Mount St. Mary's College (Calif.)*^Δ
 - Muhlenberg College
 - Mundelein College
 - Muskingum College
 - Nazareth College of Rochester
 - Newark College of Engineering
 - Newberry College*[⊙]
 - Newcomb College of Tulane University*^Δ
 - Newton College of the Sacred Heart
 - New York University*^Δ
 - Norfolk College of William and Mary[⊙]
 - North Carolina State College
 - Northeastern University*^Δ
 - North Georgia College[⊙]
 - Northwestern University
 - Norwich University
 - Notre Dame College of Staten Island*^Δ
 - Oberlin College
 - Occidental College
 - Ohio Wesleyan University
 - Oregon State University
 - Otterbein College
 - Our Lady of Cincinnati College*[⊙]
 - Pacific Lutheran University
 - Pacific University (Ore.)
 - Parsons College[⊙]
 - Pembroke College in Brown University^Δ
 - Pennsylvania Military College[⊙]
 - Pennsylvania State University
 - Philadelphia College of Textiles and Science
 - Philadelphia Museum College of Art[⊙]
 - Pomona College
 - C. W. Post College
 - Pratt Institute
 - Presbyterian College[⊙]
 - Princeton University
 - Providence College
 - Queens College (N.Y.)
 - Queens College (N.C.)
 - Radcliffe College^Δ
 - Radford College[⊙]
 - Randolph-Macon College
 - Randolph-Macon Woman's College^Δ
 - Reed College
 - Regis College (Mass.)^Δ
 - Reinhardt College[⊙]
 - Rensselaer Polytechnic Institute
 - Rice University
 - Richmond Professional Institute[⊙]
 - Ripon College
 - Roanoke College*^Δ
 - Rockford College
 - Rollins College
 - Rosary College^Δ
 - Rosary Hill College[⊙]
 - Rosemont College*^Δ
 - Rose Polytechnic Institute
 - Russell Sage College
 - Rutgers—the State University
 - St. Bernard College
 - St. Bernardine of Siena College[⊙]
 - St. Francis College (N.Y.)
 - Saint Francis College (Pa.)
 - St. John's College (Md.)
 - St. John's University (N.Y.)
 - Saint Joseph College (Conn.)*^Δ
 - Saint Joseph College (Md.)
 - Saint Joseph's College (Pa.)
 - St. Joseph's College for Women*^Δ
 - St. Lawrence University
 - Saint Mary-of-the-Woods College*^Δ
 - Saint Mary's College (Ind.)*^Δ
 - Saint Mary's College of California[⊙]
 - St. Mary's Dominican College[⊙]
 - Saint Mary's Junior College (N.C.)[⊙]
 - Saint Michael's College (Vt.)
 - St. Olaf College
 - Saint Peter's College
 - Saint Vincent College
 - Saint Xavier College (Ill.)*^Δ
 - Salem College (N.C.)
 - Salve Regina College*^Δ
 - Sarah Lawrence College
 - Scripps College
 - Seton Hill College
 - Shimer College[⊙]
 - Shippensburg State College[⊙]
 - Shorter College (Ga.)[⊙]
 - Simmons College^Δ
 - Skidmore College^Δ
 - Smith College^Δ
 - Southern Methodist University
 - Southwestern at Memphis
 - Southwestern University[⊙]
 - Springfield College
 - Stanford University
 - Stetson University
 - Stevens Institute of Technology
 - Stonehill College[⊙]
 - Sullins College
 - Susquehanna University
 - Swarthmore College
 - Sweet Briar College^Δ
 - Syracuse University
 - Taylor University[⊙]
 - Temple University
 - Thiel College
 - Tift College
 - Transylvania College
 - Trinity College (Conn.)*^Δ
 - Trinity College (D.C.)^Δ
 - Trinity University*^Δ
 - Tufts College of Tufts University
 - Tulane University*^Δ
 - Union College (N.Y.)
 - United States Air Force Academy
 - United States Merchant Marine Academy
 - United States Military Academy
 - United States Naval Academy
 - University of California
 - University of Chicago^Δ
 - University of Cincinnati[⊙]
 - University of Colorado^Δ
 - University of Connecticut
 - University of Denver
 - University of Georgia
 - University of Maine
 - University of Massachusetts
 - University of Michigan
 - University of New Hampshire[⊙]
 - University of North Carolina
 - University of Notre Dame
 - University of Oregon
 - University of Pennsylvania
 - University of Pittsburgh
 - University of Portland[⊙]
 - University of Puget Sound
 - University of Redlands
 - University of Rhode Island
 - University of Rochester^Δ
 - University of San Diego[⊙]
 - University of San Francisco[⊙]
 - University of Santa Clara
 - University of South Carolina
 - University of Southern California
 - University of Texas[⊙]
 - University of the South
 - University of Toledo[⊙]
 - University of Vermont
 - University of Virginia^Δ
 - Upsala College*^Δ
 - Ursinus College
 - Valdosta State College[⊙]
 - Valparaiso University
 - Vanderbilt University
 - Vassar College^Δ
 - Villanova University
 - Virginia Military Institute
 - Virginia Polytechnic Institute[⊙]
 - Wabash College
 - Wagner College
 - Wake Forest College[⊙]
 - Washington College
 - Washington University[⊙]
 - Washington and Jefferson College
 - Washington and Lee University[⊙]
 - Washington State University[⊙]
 - Wellesley College^Δ
 - Wells College^Δ
 - Wesleyan College (Ga.)
 - Wesleyan University
 - West Chester State College
 - Western College for Women
 - Western Reserve University
 - Westminster College (Mo.)
 - Westminster College (Pa.)
 - Westmont College
 - Wheaton College (Ill.)
 - Wheaton College (Mass.)*^Δ
 - Wheelock College*^Δ
 - Whitman College
 - Whittier College
 - Whitworth College (Wash.)
 - Willamette University
 - Williams College
 - Wilmington College (Ohio)
 - Wilson College^Δ
 - Winthrop College
 - Wittenberg University
 - Wofford College
 - Woman's College of the University of North Carolina
 - Worcester Polytechnic Institute
 - Xavier University (Ohio)
 - Yale University
 - Yeshiva University*^Δ
 - Young Harris College
- Secondary schools**
- Alabama**
Escambia County High School, Atmore (1961-64)[⊙]
- Arizona**
Orme School, Mayer (1960-63)
- Arkansas**
Crossett High School, Crossett (1960-63)
- California**
Army and Navy Academy, Carlsbad (1961-64)[⊙]
Bakersfield High School, Bakersfield (1961-64)[⊙]
Beverly Hills High School, Beverly Hills (1961-64)[⊙]
Fontana High School, Fontana (1961-64)[⊙]
Orosi Union High School, Orosi (1961-64)[⊙]
Palo Alto High School, Palo Alto (1961-64)[⊙]
Webb School of California, Claremont (1959-62)
- Colorado**
Cheyenne Mountain High School, Colorado Springs (1961-64)[⊙]
East High School, Denver (1959-63)
- Connecticut**
Avon High School, Avon (1961-64)[⊙]
Darien High School, Darien (1960-63)
Hotchkiss School, Lakeville (1961-64)[⊙]
New Milford High School, New Milford (1959-62)
Roger Ludlowe High School, Fairfield (1961-64)[⊙]
St. Bernard's High School, New London (1961-64)[⊙]
- Delaware**
Pierre S. duPont High School, Wilmington (1959-63)
Tower Hill School, Wilmington (1960-63)
- District of Columbia**
McKinley High School, Washington (1959-62)
St. Albans School, Washington (1960-63)
- Florida**
Bartram School, Jacksonville (1961-64)[⊙]
William R. Boone High School, Orlando (1960-63)
- Georgia**
Bremen High School, Bremen (1961-64)[⊙]
Fort Valley High School, Fort Valley (1960-63)
- Hawaii**
Kamehameha Schools, Honolulu (1961-64)[⊙]
- Idaho**
Boise and Borah Senior High School, Boise (1960-63)
- Illinois**
Arlington High School, Arlington Heights (1961-64)[⊙]
Belleville Township High School, Belleville (1961-64)[⊙]
University of Chicago High School, Chicago (1961-64)[⊙]
- Indiana**
Batesville High School, Batesville (1961-64)[⊙]
Ladywood School, Indianapolis (1959-62)
- Iowa**
University High School, Iowa City (1960-63)
- Kansas**
Shawnee Mission High School, Merriam (1960-63)
- Kentucky**
Louisville Country Day School, Louisville (1960-63)
- Louisiana**
C. E. Byrd High School, Shreveport (1959-63)
Thibodaux College High School, Thibodaux (1961-64)[⊙]
- Maine**
South Portland High School, South Portland (1959-62)
- Maryland**
Baltimore City College, Baltimore (1961-64)[⊙]
Friends School, Baltimore (1961-64)[⊙]
Montgomery Blair High School, Silver Spring (1960-63)
- Massachusetts**
Amesbury High School, Amesbury (1961-64)[⊙]
Belmont Hill School, Belmont (1961-64)[⊙]
Boston Latin High School, Boston (1961-64)[⊙]
Brooks School, North Andover (1960-63)
Burlington High School, Burlington (1961-64)[⊙]
Girls' Catholic High School, Malden (1959-63)
Mount Saint Mary Academy, Fall River (1959-62)
Newburyport High School, Newburyport (1959-63)
Northfield School for Girls, East Northfield (1959-62)
St. Mark's School, Southborough (1959-63)
- Michigan**
Central High School, Bay City (1961-64)[⊙]
East Grand Rapids High School, East Grand Rapids (1960-63)
- Minnesota**
Blake School, Hopkins (1959-63)
St. Thomas Military Academy, St. Paul (1961-64)[⊙]

Mississippi

William B. Murrah High School, Jackson (1960-63)

Missouri

Webster Groves High School, Webster Groves (1960-63)

Nebraska

Auburn Senior High School, Auburn (1961-64)®

New Hampshire

Nashua Senior High School, Nashua (1960-63)

New Jersey

Atlantic City High School, Atlantic City (1961-64)®

Bergenfield High School, Bergenfield (1961-64)®

Englewood School for Boys, Englewood (1959-63)

Gill School, Bernardsville (1961-64)®

Governor Livingston Regional High School, Berkeley Heights (1961-64)®

Plainfield High School, Plainfield (1959-63)

Saint Dominic Academy, Jersey City (1959-62)

St. Joseph's High School, Camden (1961-64)®

St. Mary's Hall, Burlington (1961-64)®

New Mexico

Hobbs Senior High School, Hobbs (1959-63)

New York

Abraham Lincoln High School, Brooklyn (1961-64)®

Adelphi Academy, Brooklyn (1961-64)®

Albany Academy for Girls, Albany (1961-64)®

Amherst Central High School, Snyder (1961-64)®

Amityville Memorial High School, Amityville (1961-64)®

Bishop Loughlin Memorial High School, Brooklyn (1959-62)

Carmel Central School, Carmel (1961-64)®

Central School, Alden (1961-64)®

Goshen Central School, Goshen (1961-64)®

Hunter College High School, New York City (1961-64)®

Mother Butler Memorial High School, New York City (1959-63)

Onondaga Valley Academy, Syracuse (1961-64)®

Pleasantville High School, Pleasantville (1959-62)

St. Brendan Diocesan High School, Brooklyn (1961-64)®

Syosset High School, Syosset (1961-64)®

Wellsville Central High School, Wellsville (1959-62)

West Islip High School, West Islip (1961-64)®

North Carolina

Durham High School, Durham (1959-62)

Edneyville High School, Edneyville (1961-64)®

Fuquay Springs High School, Fuquay Springs (1961-64)®

North Dakota

Fargo Central High School, Fargo (1961-64)®

Ohio

Chagrin Falls High School, Chagrin Falls (1961-64)®

Hilldale School, Cincinnati (1961-64)®

Hudson High School, Hudson (1961-64)®

Orange High School, Cleveland (1959-62)

Oklahoma

Casady School, Oklahoma City (1960-63)

Oregon

Springfield Senior High School, Springfield (1961-64)®

Pennsylvania

Agnes Irwin School, Wynnewood (1959-62)

Bellevue High School, Pittsburgh (1959-63)

Central District Catholic High School, Pittsburgh (1960-63)

George School, George School (1959-63)

Hampton High School, Allison Park (1961-64)®

Louis E. Dieruff High School, Allentown (1961-64)®

Patton-Masonic School for Boys, Elizabethtown (1961-64)®

Pennsbury Senior High School, Yardley (1959-63)

St. Matthew's High School, Conshohocken (1961-64)®

Slatington Senior High School, Slatington (1959-62)

South Middletown Township High School, Boiling Springs (1961-64)®

Swarthmore High School, Swarthmore (1959-62)

William Penn Senior High School, York (1959-63)

Rhode Island

Moses Brown School, Providence (1961-64)®

Warwick Veterans Memorial High School, Warwick (1960-63)

South Carolina

Spartanburg High School, Spartanburg (1960-63)

South Dakota

Artesian High School, Artesian (1961-64)®

Tennessee

McCallie School, Chattanooga (1960-63)

Texas

Crockett High School, Crockett (1961-64)®

Hockaday School, Dallas (1959-62)

Utah

St. Mark's School, Salt Lake City (1961-64)®

Vermont

Bennington High School, Bennington (1960-63)

Edmunds Senior High School, Burlington (1959-63)

Virginia

Buckingham Central High School, Buckingham (1961-64)®

Mount Vernon High School, Alexandria (1961-64)®

Staunton Military Academy, Staunton (1961-64)®

Washington

Annie Wright Seminary, Tacoma (1960-63)

West Virginia

Parkersburg High School, Parkersburg (1960-63)

Wisconsin

Whitefish Bay High School, Milwaukee (1960-63)

Wyoming

Riverton High School, Riverton (1961-64)®

Educational associations

American Association of Collegiate Registrars and Admissions Officers

American Personnel and Guidance Association, Inc.

Association of American Colleges

Association of College Admissions Counselors

Association of Colorado Independent Schools

Association of Independent Schools of Greater Washington

Association of Military Colleges and Schools of the United States

Augustinian Educational Association®

California Association of Independent Schools

California Association of Secondary School Administrators

Christian Brothers Educational Association®

Connecticut Association of Independent Schools

Connecticut Association of Secondary School Principals

Council of New England Secondary School Principals Associations

Country Day School Headmasters' Association

Headmistresses Association of the East

Headmistresses Association of the Middle West

High School Principals Association of New York City

Illinois Association of Secondary School Principals

Independent School Association of Massachusetts

Independent Schools Association of the Central States

Independent Schools Education Board, Inc.

Jesuit Educational Association

Massachusetts Association of Secondary School Principals, Inc.®

Middle States Association of Colleges and Secondary Schools

Mid-South Association of Independent Schools

National Association of Principals of Schools for Girls

National Association of Secondary-School Principals

National Association of Women Deans and Counselors

National Council of Independent Schools

New England Association of Colleges and Secondary Schools

New Jersey Secondary School Principals' Association

New York State Association of Deans and Guidance Personnel

New York State Association of Independent Schools

New York State Counselors Association

Ohio Association of Secondary School Principals

Pacific Northwest Association of Independent Schools

Pennsylvania School Counselors Association

Southern Association of Colleges and Secondary Schools

Southern Association of Independent Schools

Nonmember colleges participating in the College Scholarship Service

Adelphi College of Suffolk

Alderson-Broaddus College

Alma College

Art Center School

Baldwin-Wallace College

Bethel College (Kan.)

Birmingham-Southern College

Bluffton College

Bradford Junior College

Buena Vista College

Capital University

Chouinard Art Institute

Colby Junior College

College of Idaho

College of Saint Benedict (Minn.)

College of Saint Scholastica

College of Saint Thomas

College of Steubenville

Concordia College (Moorhead, Minn.)

Drake University

Eastern Mennonite College

Elizabethtown College

Fashion Institute of Technology

Fisk University

Florida State University

Fontbonne College

Goshen College

Greenville College

Hamline University

Heidelberg College

Hillier College

Holy Names College (Wash.)

Howard College

Illinois College

Indiana University

Kent State University

Keystone Junior College

La Grange College

Lindenwood College for Women

Luther College

Lynchburg College

Macalester College

Marycrest College

Monmouth College (N. J.)

Montclair State College

Monticello College

Morningside College

Mount Mercy College (Iowa)

Mount St. Mary College (N. H.)

Mount Union College

National College of Education

North Central College

Northrop Institute of Technology

Northwest Nazarene College

Oglethorpe University

Ohio Northern University

Ohio State University

Pace College

Paterson State College

Polytechnic Institute of Brooklyn

Rhode Island School of Design

Rider College

Rochester Institute of Technology

Rockhurst College

Sacred Heart College (Ala.)

St. Andrews Presbyterian College

Saint John College of Cleveland

St. John Fisher College

Saint John's University (Minn.)

Saint Joseph's College (Ind.)

Saint Norbert College

School of the Art Institute of Chicago

Shenandoah College and Conservatory

State University of New York—Agricultural and Technical Institute at Alfred

—College of Education at Buffalo

—College of Education at Cortland

Stephens College

University of Bridgeport

University of Buffalo

University of Dayton

University of Dubuque

University of Florida

University of Kansas City

University of New Mexico

University of the Pacific

University of Scranton

University of Washington

University of Wisconsin

Upland College

Wartburg College

Wayne State University

Webster College

West Georgia College

William Woods College

Woman's College of Georgia

NEWS OF THE COLLEGE SCHOLARSHIP SERVICE

Annual meeting held

Planning for future discussed: More than 400 educators heard proposals for the future of financial aid programs and of the College Scholarship Service at the seventh annual meeting of the CSS on October 24 in New York City. Four speakers outlined the major issues.

In his address, Rexford G. Moon, Jr., director of the CSS, noted the growth of the CSS since 1954 and discussed the present inadequacies of college aid funds. He predicted that by 1970 more than one billion dollars will have to be added to existing funds if colleges are to achieve self-balancing student aid funds.

Joining Mr. Moon in urging that colleges unite in supporting institutional and federal scholarship programs, John F. Morse, vice president of Rensselaer Polytechnic Institute, traced the actions that led to the defeat of the proposed federal scholarship legislation during the 87th Congress. He concluded by proposing that centers be established in each state where students who had not received financial aid might register with the prospect of receiving a federal scholarship.

CSS proposals: William C. Fels, president of Bennington College and chairman of the CSS, presented a proposal for a revised committee structure and a new membership system for the CSS. The proposal, which is being considered by the trustees of the College Board, suggests expansion of the membership to include not only colleges but also a proportion of non-college scholarship sponsors, schools, and associational groups. It is also proposed that individuals, who cannot be represented through an institution, become participants without a vote.

Robert K. Hage, director of financial aid at Dartmouth College and

chairman of the CSS subcommittee on computation, presented the subcommittee's proposed changes in the current rationale and system of allowances for computing family support from income. He noted that the new system, which will probably become effective during 1962-63, will increase the amount of support for educational expenses expected from high-income families and provide additional relief for low-income families.

Research report being prepared

On family financial behavior: A series of research reports resulting from a study conducted by Norman Cliff, Educational Testing Service, will be published in the near future.

They are entitled: "Practices and Attitudes in Paying College Costs," "Factors Related to Parents' Contribution Toward College Expenses," "Drop-out and Transfer among Scholarship Applicants," and "Student Financial Behavior."

When available, loan copies will be distributed to representatives of the CSS upon request.

Regional meetings begin

Planned by colleges and CSS: The 1961-62 annual CSS series of financial aid conferences again provide an opportunity for wide-ranging discussions of college financial aid developments.

The dates, places, and persons to ask for information about the meetings are: January 11 at Harvard College, Wallace McDonald, director of financial aid; January 12-13 at the Asilomar in Pacific Grove, Calif., T. Leslie MacMitchell, western regional director of the College Board; January 29 at Elmira College, Elwin R. Brown, director of admissions; February 12-13 at the University of Pennsylvania,

Douglas R. Dickson, director of student financial aid. A conference in the South will soon be announced.

Staff member appointed

Former foundation officer: Graham R. Taylor, formerly educational director of the George M. Pullman Educational Foundation in Chicago, has been appointed assistant director of the College Scholarship Service. Mr. Taylor joined the staff of the College Board on August 1.

Prior to his work with the Pullman Foundation, Mr. Taylor worked in the admissions office of Harvard College and later became the director of student employment there.

Growth continues

402 colleges now participate: As the College Scholarship Service began its seventh year of operation, 99 new participants had joined the activity since last fall, bringing the total membership to 402. By contrast, 95 colleges and universities participated in the CSS in 1954-55.

Last year the CSS processed 83,974 Parents' Confidential Statements; this year it expects to process about 110,000. By comparison, 22,194 PCS's were processed during 1954-55. Copies of the PCS and the Financial Need Analysis Report were sent to 1,195 colleges in 1960-61, compared to 345 colleges that were sent PCS's in 1954-55.

More than 200 non-college sponsors of scholarships, who currently award about eight million dollars in student aid annually, make use of CSS services.

It is still possible for colleges and universities to participate in the CSS for the current academic year by writing to the College Scholarship Service in New York City or to the nearest regional office of the College Board.

